

Duval County Public Schools

Pinedale Elementary School



2016-17 Schoolwide Improvement Plan

Pinedale Elementary School

4228 DIGNAN ST, Jacksonville, FL 32254

<http://www.duvalschools.org/pinedale>

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	83%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Duval County School Board on 11/1/2016.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Pinedale Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	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.

We at Pinedale Elementary School embrace cultural diversity and student learning styles which enable us to encourage, motivate, and celebrate student achievement.

b. Provide the school's vision statement.

Pinedale Elementary will produce responsible and respectful lifelong learners who are academically competitive with elementary students across the nation by setting and reaching goals for teacher, parent, and student accountability.

2. School Environment

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

Teachers and students build relationships through mentoring activities, learning style inventories and through daily conversations. Teachers will hold individual student data chats, collaborate with students to set academic goals for improvement, and provide frequent feedback on learning activities to create a culture of academic success. Students will also have the opportunity to engage in leadership roles within the school such as the News Crew, Safety Patrols, and School Ambassadors. These avenues will build student confidence, establish leaders among the school community, and encourage students to be positive role models for their peers.

The school learns of various cultures during the registration process to ensure that support is provided to all families. School literature (newsletters, parent information, etc...) can be provided in several languages for clear communication. If translators are needed, typically someone on staff is able to assist parents and students and/or the ESOL office is contacted for additional translation support for IEP's, etc...

The school highlights the various cultures that have made significant contributions to society. This will be accomplished by highlighting careers and people of all races and nationalities throughout the school year.

Continuous motivation and encouragement of student learning will increase achievement. Students will be recognized regularly for academic achievement and/or progress and during each quarter at the annual Awards Ceremony. Teachers in grades K-2 will provide instruction using monthly character traits from the Learning for Life curriculum.

As a Title 1 school, each parent is to sign, with the teacher and child, a Parent-Teacher Compact during the first conference. This will assist with communicating expectations between the home and school to increase parental involvement and to keep parents abreast of academic/behavioral progress.

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

School-wide expectations are set, taught, and reiterated throughout the school year regarding behavioral expectations in the common areas and in/outside of the classroom. Explicit instruction

from classroom teachers will provide students with clear expectations of how they should govern themselves using the CHAMP's lesson plans that highlight movement, conversation levels, seeking assistance, and an explanation of the activity.

Teachers and students are aware of the buddy system when moving about the campus and how to conduct themselves. Periodic drills are conducted so that everyone in the building will know how to conduct themselves in an emergency situation. Staff members are trained on safety procedures and expectations in controlling the immediate environment for safety.

Supervision is required during transitions before and after school to assure parents and students that safety is monitored. Engaging in positive conversations to begin the day, offering smiles, hugs and well wishes for a great day instills care and concern about every student. Rewards and incentives are provided daily, weekly, monthly and at each quarterly awards ceremony. The use of Class Dojo school-wide informs parents of student behavior frequently and is used as a clear communication system between teacher and parent. The use of student agendas also allow for two-way communication between school and home.

The TEAM UP after-school program (K-6) also allows a safe haven for students to engage in academics and recreational activities to stimulate positive peer-to-peer interactions.

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.

Faculty and staff will be trained on the Code of Student Conduct to aid in their understanding of classroom managed behaviors vs. office managed behaviors. The school-wide guidelines for success is communicated to all stakeholders and posted around the school for visual support. Foundational lessons are taught and reiterated to ensure that students are aware and practice these school-wide expectations. Grade level behavioral assemblies will be conducted by administrators as another way to reinforce and support the classroom teacher's expectations. Expectations are enforced in a systematic way allowing for reminders, class time outs, time outs in other classrooms, school counselor and administration counseling sessions, and parent-teacher conferencing. Positive behavior interventions and supports are implemented through the use of check-in and check out, behavior contracts, as well as the use of restorative justice practices. An online FOCUS portal documents all referrals written on students. All teachers have access to the program on their district laptops and administration is alerted through the program as referrals are written.

The use of Class Dojo school-wide informs parents of student behavior frequently and is used as a clear communication system between teacher and parent. This will allow teachers and administration to keep data on specific students and identified behavioral patterns that can be addressed immediately. Students will earn STEM Store Bucks/points where they will have the opportunity to "shop" for cool items based on the number of points they've earned that will convert into dollars to spend. "Get on the Bus/VIP Game Day" behavioral campaigns will managed by the paraprofessional team and resource teachers will be consistently used among all grade levels PreK-6th grade. Rituals and routines will be reviewed, implemented and revised as often as necessary to maintain fidelity of the instructional time.

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.

There is a full-time guidance counselor that works directly with students and teachers with appropriate strategies to decrease student misbehavior and provide preventative strategies and resources to all students. The counselor may often use the Second Step program to provide students

with appropriate skills and strategies to use in and out of the classroom. All teachers are provided with "Guidance Referrals" to be submitted to the school counselor when such things as excessive tardies, emotional concerns, aggressive behavior, withdrawn behavior, etc are consistently observed. School social worker will provide Tier II and Tier III level of supports to students and families

With our mentoring program, Level 1 and Level 2 performing students are assigned a mentor to monitor and track academics, behavior, and peer relationships through the Each One, Reach One Mentoring Program. The mentoring program builds positive relationships between faculty/staff and students that yield great success. The program provides a safe haven and a person available to provide added motivation and attention to students. This builds their self-esteem to take pride in their school, their work, and themselves. The mentoring program will allow the students and the adults to incorporate data chats and a check-in/check-out system that encourages the use of appropriate behavioral strategies to use on a daily basis.

Students and families who have needs beyond the school's realm of expertise are usually referred to the Full Service program that provides parents who have limited resources and skills with the much needed support. Support is given for behavioral management, psychological services, mental health services and resources, as well as parenting skills and transportation to appointments and meetings. Parents are notified by the teacher and school councilor regarding observed concerns to offer wrap around services that meet the specific needs of the child. With parent consent, referrals for services are faxed to initiate the intake process.

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.

Pinedale's early warning system identifies and intervenes with students who have poor academics, attendance and/or behavior. The indicators used to identify these students include:

- Students absent 18+ days (<90% attendance rate)
- Students who received 1 or more days of out-of-school suspension
- Students who received U's or F's as the final grade in Reading or Mathematics
- Students with low performing iReady scores and grades.

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	9	20	16	32	17	11	0	0	0	0	0	0	0	105
One or more suspensions	0	0	1	3	3	3	1	0	0	0	0	0	0	11
Course failure in ELA or Math	0	0	1	2	4	5	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	4	17	11	6	0	0	0	0	0	0	38

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	11	22	23	39	27	25	2	0	0	0	0	0	0	149

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

RtI/PMP Process: Students who are identified by the early warning systems as receiving a failing grade in reading or math have been placed into Tier III intervention in the RtI process. Early identification allows for interventions to begin sooner vs. awaiting results of baseline assessments. Intervention data is collected for these students to determine the effectiveness of the intervention or the need for any changes (frequency, program or focus). Any student whose RtI data indicates the need for more intensive interventions is referred to the school's Multi-disciplinary Referral Team (MRT) to explore eligibility for exceptional student services. With students who have the conduct indicator as an early warning sign, parent/teacher/administrator/counselor conferences have been conducted to offer the outside resource of Full Service Program to assist parents with addressing on-going behavior concerns. Students in grades 3-5 are pre-identified to participate in the school-based mentoring program. This will connect them with someone within the school who can assist them with behavior, social skills and academics.

Attendance: Students identified as truant (missing 10 days within a 90 day period or 5 within 30) are referred to the attendance intervention team and placed on a contract. These contracts are monitored. Any contracts that are not adhered to are referred directly to the State Attorney's Offices Truancy Department. For students who are not considered "truant" by DCPS guidelines, parent/teacher/counselor conferences are conducted to address attendance. Although contracts can not be issued for these cases, the importance of regular attendance is impressed upon parents, along with receiving an attendance warning.

State Assessments: The lowest quartile for reading in each individual class is identified using previous 2015-16 FSA Data for grade 3-5, I-Ready Data, Baseline, Achieve 3000, FLKRs, and DAR.

Suspension: Students with multiple referrals are discussed during monthly RtI Meetings and/or Foundation Team Meetings. Using The Teacher's Encyclopedia of Behavior Management: 100 Problems/500 Plans, individual behavior plans are created to share with the classroom teacher. The teacher utilizes one of the suggested plans and student progress is monitored monthly. Through the RtI process and use of evidence based programs, interventions will be documented for fidelity in order to make informed decisions on whether or not an FBA should be developed.

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/330160>.

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.

Partnerships with the local community and various agencies are forged through phone calls, face-to-face meetings, letters and/or emails. Through the availability of family services and resources, the needs of the families are usually specific in nature such as counseling services, food and clothing needs, gifts for the holiday and/or housing services. Administration, faculty and staff solicit participation of local businesses and agencies regularly and is highlighted at the end of the school year, of their contributions and in-kind services. We diligently seek support services in our immediate community so that the parents are aware of locations and services that are easily accessible to them.

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
Hinson, Alicia	Principal
Brown, Marlow	Instructional Coach
Gary, Shaniqua	Teacher, K-12
Reese, Collondra	School Counselor
Jackson, Nikki	Instructional Coach
Burton, LaToya	Assistant Principal
Jones, Shemeka	Instructional Coach

b. Duties

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

The Rtl Leadership Team will meet every other week to engage in school-wide problem solving.

The Rtl team will focus meetings around the following academic and behavioral questions:

1. What do we expect the students to learn?
2. How do we know they have or have not learned what was expected?
3. What will we do when they do or do not learn?
4. What evidence do we have to support our responses?

The team meets to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team will also collaborate regularly, problem solve, share effective

practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

In addition to the oversight work of the RtI Team, other building instructional teams (School Improvement Plan and grade level teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):

- a. Identifying and analyzing systematic patterns of student need
- b. Identifying appropriate evidence-based differentiation and intervention strategies
- c. Implementing and overseeing progress monitoring
- d. Analyzing progress monitoring data and determining next steps

For the most intensive interventions at Tier 3 in the 2016-2017 school year, the RtI Team structure will be used collaboratively with the building instructional teams (grade level teams, and/or content area teams) to provide support for students from the Reading and Math Interventionist and the VE Resource teacher that is trained in the district's adopted intervention program. Tier II and some Tier III support will be provided by the classroom teacher, tutor and/or trained paraprofessional for any additional personnel needs.

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 RtI Team includes these key positions:

1. Principal/AP
2. Academic Coaches
3. Guidance Counselor/ RtI Facilitator
4. VE Resource Teacher
5. District Support
6. General Ed. Teachers/Exceptional Student Education/Interventionist

Tier I--district adopted curriculum and resources will be used by all teachers and academic coaches

Tier II--district adopted curriculum and resources along with research based curriculum/programs such as IReady Teacher Toolbox, DAR TTS lessons, FCRR activities, Fountas and Pinnell, etc..

Tier III--Reading Interventionists, VE Resource teacher, CSS teachers as well as Kindergarten-2 teachers will use the Barton Intervention program to assist the most academically challenged students in small group settings and the intensive reading block.

All parents of identified Tier II and Tier III students will be notified through a formal letter of the need for additional support and what, when and how will support each student through the parent reports that are generated by the assessment programs (iReady and Achieve 3000). Parents will be given a data sheet during parent conferences that highlight areas of concern and how they can assist the child and the teacher for more accountability and greater impact and sign the parent compact form from Title I. Teachers will also generate Progress Monitoring Plans based on student data and need for intensive interventions and support.

Title I funds are used to employ the reading and math interventionist. Documentation will be kept by the Guidance Counselor/RtI Facilitator and will eventually travel with the students' cumulative records to ensure the next school has appropriate data and information to continue support if they leave the school.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Alicia Hinson	Principal
Ruby Cazeau	Parent
LaShawn Williams	Parent
Wade Johnson	Business/Community
Crystal Timmons	Education Support Employee
Sue Hightower	Teacher
Deborah Hendley	Education Support Employee
Shakyla Mayo	Business/Community
Belinda Floyd	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

Each member receives a copy of the SIP from the previous year along with the school's data. After discussing the needs assessment, the members are asked for input based on what is presented from the development of the SIP by administration, faculty and staff. Discussion is held as to the resources, tools and personnel that are in place to increase or maintain our school proficiency level.

b. Development of this school improvement plan

The members of the SAC team will be provided trend and current data to determine the needs of the school to maintain student achievement and continue to focus on targeted sub-groups for improvement. The SAC team will also determine if needed, the monetary allocations that are aligned with improving student achievement.

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

The annual budget is based on the needs of the SIP and what is allotted from the state.

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

1. Student agenda's for better parent communication
2. Support for our school theme: S.T.E.A.M. (technology, science materials/resources, etc...)
3. iReady Common Core student workbooks
4. Incentives for student behavior based on Class Dojo/conduct (STEM Store)

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
Smalls-Holland, Elena	Teacher, K-12
Vandyke, Tera	Teacher, K-12
Jones, Shemeka	Instructional Coach
Jackson, Nikki	Instructional Coach

b. Duties

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

The Literacy Leadership Team reviews student data (at the state, district, and classroom level) and communicates ideas and/or concerns with administration to make decisions about curriculum practices in reading and writing school wide and/or at grade level.

Literacy Leadership Team initiatives are:

1. Unpacking Florida Standards and Item Specs
2. Increase opportunities to read more through use of novels and articles
3. Use of iPads to encourage/increase reading
4. Book It! Program
5. Increase usage of non-fiction text in the classroom
6. Celebrate National Young Reader's Week and Literacy Week
7. Celebrate Dr. Seuss' Birthday
8. iReady Reading
9. Achieve 3000

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.

Teachers are encouraged to collaboratively plan and work together to enhance their teaching and learning skills. Academic support from the school-based reading coach is available and upon request, support is available from district personnel. The focus should be solely lesson planning and pulling resources to align with the day-to-day instructional expectations to providing rigorous instructional delivery of the lessons. Weekly common planning time is afforded to teachers once a week and common planning time for teachers that is directed by them occur daily. Meeting minutes are emailed to administration to answer and clarify questions/concerns.

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

1. Recruiting: District recruitment and postings, school interview teams; interviewing questions specific to position--Principal and Leadership Team
2. Pre-planning training/Team Building--Administration/Coaches
3. Certified mentors assigned to novice teachers--Professional Development Facilitator (PDF)
4. New Teacher training program developed by administration provides support to novice teachers to build capacity and strengthen their passion for teaching .
5. Coaching Support--School-based/District Coaches

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

Mentors are paired with novice teachers to build capacity and support within the school by offering times to meet and collaborate, complete paperwork based on district timeline and to answer any questions or concerns that may arise. Mentors were selected based on years of experience, CET certification, leadership experience and subject/content area expertise. Meetings are planned to document and review/reflect observations, provide support in implementing effective instructional strategies, classroom management, analyzing and utilizing data and differentiated instruction.

Administration will implement a new teacher program to support novice teachers to develop skills and strategies to sustain their passion for teaching and gain support from administrators. These sessions will allow novice teachers to begin their work on completing their MINT portfolio tasks/observations.

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.

Pinedale Elementary School utilizes Duval Reads, Saxon Spelling & Phonics, Duval Math and Scott Foresman/ Pearson Science. DCPS has also provided teachers supplementary materials; novel studies in grades 2-5, Heggerty Phonemic Awareness program in grades K-2, Making Words program for K-2, Lake Shore Reading

Manipulatives in K-2, Pearson Math Investigations, EnVisions Math, and access to online curriculum support (I-Ready Tool Box, DAR TSS, Empowering Teachers Lessons).

All Curriculum Guides are available for every grade level that explicitly aligns all materials to the New Florida State Standards. A Year at a Glance (YAG) is provided within each Curriculum Guide that ensures all standards are covered utilizing district core instructional materials by the end of the school year. Web-based curriculum items include I-Ready, Gizmos, Penda Learning and Achieve 3000. All programs are aligned to the state standards and all students have access to these programs during the day and weekends.

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.

The school uses a variety of data to determine each students' individual needs. This data includes, but is not limited to, FSA, DAR, CGA, iReady, Achieve 3000, and District Created Assessments. In addition to performance data, teachers have access to tardy, behavior, and attendance data through the BBCard on Performance Matters. Teachers also have access to the web-based SEAS program to access IEP and PMP information. This platform also documents Rtl intervention data year to year. Based on data profiles in Performance Matters and SEAS, students are identified as bottom quartile and/or Rtl Tier II & III.

Teachers meet in grade level data chats to evaluate students in Rtl status. The collaborative problem solving team reviews each students progress to determine continuation or a change in researched based programs. Students identified as needing additional reading support are utilizing either Soar to Success, additional Achieve 3000 or I-ready usage, Barton, or additional Heggerty and/

or Making Words. Students identified as needing additional math support are utilizing enVisions intervention lessons, Common Core Ready Lesson, i-ready Tool Box, and/or addition i-Ready math usage. Teachers employ a variety of instructional strategies that have proven to be successful in meeting the needs of low-performing students to close the academic achievement gap. Strategies that are engaging and of interest to students yield more positive results. Effective and consistent use of these strategies allows for students to build a repertoire of skills to be used in the future. In the event

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: 33,600

Students will receive an hour of academic instruction a week with identified skills needed to improve reading and math proficiency.

Strategy Rationale

To target intensive instructional needs for identified students to meet their instructional needs.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gary, Shaniqua, garys@duvalschools.org

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

i-Ready progress monitoring data will be analyzed to determine effectiveness of the additional support given in which groupings may/may not change. Also, the usage of Achieve 3000 and adjusted level sets should show an increase.

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.

Florida requires that communities and schools collaborate to prepare children and families for children's success in school. Pinedale Elementary has a "blended" 4 year old preschool program consisting of a classroom ratio of 12 basic students and 8 ESE students. The program is funded through Title I. and each year children are invited to the school for an orientation visit from local preschool and daycare programs. Money is allocated for field trips, classroom supplies, manipulatives, literacy activities, and a classroom library. Staff consists of a certified classroom teacher and full-time paraprofessional, with support from Title I coaching staff. The program provides instruction in pre-readiness skills in preparation for entering kindergarten and follows the state adopted standards for prekindergarten. An open line of communication exists between the teacher and parents. Students are assessed three times a year using the VPK assessment to determine their readiness for kindergarten. The teacher conferences with parents after each assessment as needed.

Teachers will also implement the Nemours BrightStart curriculum to eligible students for intensive support.

We have implemented 6th grade at Pinedale for the 2016-17 school year. The outgoing 5th grade students have a choice to remain at Pinedale under the School Choice option.

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.

We recognize that the reading proficiency data from the 2015-2016 FSA placed Pinedale in the Lowest 300 category in the state. Pinedale has not been in this category for the past 4+ years and we recognize the need to focus more on intensive support through strategic planning of intervention and meeting the needs of our students.

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.

After careful analysis of root causes for the drop in data (proficiency)for reading, we realized several things:

1. Careful consideration of teacher-student match including how to foster/tailor the needs of students that are low performers, have low self-esteem and a "lack of" desire to learn, this makes a huge difference in the

success of all students.

2. Providing a support system in understanding, planning and implementation of the new district's adopted curriculum was a strain on some teachers that were not utilizing it with efficacy.

3. Realizing that although veteran teachers are placed in tested grade levels that previously showed success of students being proficient on the FSA, the placement of the 5th grade teacher was not the best decision in ensuring that those particular students would make progress.

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.** If Pinedale Elementary implements a school-wide systems for improving the culture and climate, then adult-to-adult, adult-to-student, and student-to-student interactions will improve.
- G2.** If Pinedale Elementary creates a classroom environment of data driven instruction, then student achievement and proficiency will increase in all core academic areas.

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. If Pinedale Elementary implements a school-wide systems for improving the culture and climate, then adult-to-adult, adult-to-student, and student-to-student interactions will improve. 1a

G086626

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	9.0
Discipline incidents	

Targeted Barriers to Achieving the Goal 3

- There is a lack of positive interactions among peers/colleagues for students and adults.
- Most faculty, staff and students have difficulty using effective behavioral systems in place to build a better climate.
- There is limited training of various systems so all take ownership and accountability of school climate

Resources Available to Help Reduce or Eliminate the Barriers 2

- Second Step Program
- Class Dojo School Wide Behavioral tracking system
- Adult and student incentives/awards to positive/appropriate behavior and interactions
- James Weldon Johnson Full Service Grants
- Employee training on dealing with student misbehavior by administration

Plan to Monitor Progress Toward G1. 8

Periodic culture and climate surveys will be used to determine effectiveness.

Person Responsible

Alicia Hinson

Schedule

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

Evidence of Completion

TNTP survey data, FAME and administrative created surveys

G2. If Pinedale Elementary creates a classroom environment of data driven instruction, then student achievement and proficiency will increase in all core academic areas. 1a

G086627

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	60.0
FSAA Mathematics Achievement	55.0
ELA Achievement District Assessment	50.0
FSAA ELA Achievement	50.0
FSAA Science Achievement	50.0
FCAT 2.0 Science Proficiency	60.0
FAA Writing Proficiency	50.0
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Need for intensive and strategic differentiated instruction in small groups with fidelity
- Not all teachers are proficient and knowledgeable of using the curriculum guide, benchmarks and item specs effectively
- Understanding how to analyze data and plan accordingly

Resources Available to Help Reduce or Eliminate the Barriers 2

- Duval Math/Duval Reads/Science Curriculum Technology (interactive boards, blended learning, web-based resources and tools) Making Connections Computer Lab Books/Textbooks Picture Perfect Science Learning A-Z Cooperative Groups Manipulatives Center Activities Coaches and Interventionists Interactive Journals Aligned Investigations C-Palms PITSCO Science Lab EiE Modules AIMS

Plan to Monitor Progress Toward G2. 8

Module assessments, iReady, Achieve 3000 and end-of module assessment data will be monitored

Person Responsible

Alicia Hinson

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Data reports by teacher and grade level will be monitored and module assessments will be as needed.

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. If Pinedale Elementary implements a school-wide systems for improving the culture and climate, then adult-to-adult, adult-to-student, and student-to-student interactions will improve. **1**

 **G086626**

G1.B2 There is a lack of positive interactions among peers/colleagues for students and adults. **2**

 **B230246**

G1.B2.S1 Students and adults don't interact with each other in a positive, productive manner. **4**

 **S242882**

Strategy Rationale

Lack of accountability of understanding and following the rules and expectations.

Action Step 1 **5**

Successfully implement the Guidelines for Success Matrix of Expectations

Person Responsible

Alicia Hinson

Schedule

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

Evidence of Completion

Matrix posters, student behavior grades, Class Dojo data, reduction of student referrals

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

Weekly pulse checks on Class Dojo system of student behavior

Person Responsible

Alicia Hinson

Schedule

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

Evidence of Completion

The Class Dojo system will provide a percentage of students that are on track with exemplifying good behavior.

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

Weekly checks of the Class Dojo system will provide the data for each student and each class of their behavior performance.

Person Responsible

Alicia Hinson

Schedule

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

Evidence of Completion

Teachers and administration will report data bi-weekly at the Teacher Leaders Meetings that highlight the overall percentage of appropriate behavior for the class and each student. This data will be highlighted in the weekly newsletter to staff and students will be rewarded for their outstanding behavior.

G1.B2.S2 Student ambassadors for restorative justice practices. 4

 S242883

Strategy Rationale

Peer-to-peer restorative justice practices will allow students to understand their actions and consequences.

Action Step 1 5

Sixth grade students will serve as school ambassadors and work as the student restorative justice team.

Person Responsible

LaToya Burton

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Use of referral data, student attendance to restorative justice meetings

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Students will be identified/referred to the team for sessions

Person Responsible

Latoya Burton

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Attendance for each session and parent/students letters sent home with next steps

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Class Dojo points, referrals and team input on improvements

Person Responsible

Latoya Burton

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Periodic checks from administrator and team members of student behavior and decision making skills

G1.B2.S3 Increase adult-to-adult positive interactions and create a culture of teamwork 4

 S242884

Strategy Rationale

Lack of positive interactions among the adults to change the culture and climate of the school.

Action Step 1 5

Teachers will acknowledge each other through weekly awards. Administration will acknowledge teachers quarterly and weekly.

Person Responsible

Alicia Hinson

Schedule

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

Evidence of Completion

Golden Apple award/recipient in weekly newsletter, quarterly awards ceremony, Teacher/ Staff brag board

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Each recipient will award golden apple to the next peer.

Person Responsible

Alicia Hinson

Schedule

Weekly, from 8/26/2016 to 6/2/2017

Evidence of Completion

Photo and brief description in weekly staff newsletter and on announcements

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Consistent identification of the next week's recipient to be highlighted the next week.

Person Responsible

Alicia Hinson

Schedule

Weekly, from 8/26/2016 to 6/2/2017

Evidence of Completion

Weekly newsletter and TNTP survey results

G1.B3 Most faculty, staff and students have difficulty using effective behavioral systems in place to build a better climate. 2

 B230247

G1.B3.S1 Consistently review and implement the Guidelines for Success and classroom expectations regularly to hold students accountable for their actions. 4

 S242885

Strategy Rationale

Students must understand their responsibility of how to control their behavior.

Action Step 1 5

Teachers will teach the guidelines for success lessons every day and discuss what appropriate behavior looks like and sounds like.

Person Responsible

LaToya Burton

Schedule

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

Evidence of Completion

Lesson plans for each common area and classroom expectations, establish class norms and Class Dojo system.

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

Posters will be posted in all common areas and the matrix poster will hang in each classroom/ common area for students to refer to as a reminder of how they should conduct themselves.

Person Responsible

LaToya Burton

Schedule

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

Evidence of Completion

Referral data, Class Dojo data, and parent contact logs.

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

Consistent review of the Class Dojo data/student conduct grades to monitor effectiveness

Person Responsible

LaToya Burton

Schedule

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

Evidence of Completion

Class Dojo monitoring data, referral data, parent contact logs, restorative justice practices referral data

G1.B5 There is limited training of various systems so all take ownership and accountability of school climate

2

 B230249

G1.B5.S1 Train staff on school wide behavior monitoring tools to increase positive interactions among students and teachers 4

 S242886

Strategy Rationale

All school personnel will be trained on the effective use of Class Dojo.

Action Step 1 5

Train all faculty and staff on the effective use of Class Dojo and their accountability in using this tool/resource.

Person Responsible

LaToya Burton

Schedule

Quarterly, from 8/16/2016 to 5/26/2017

Evidence of Completion

The use of the Class Dojo system in resource, cafeteria and the classroom.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Feedback will be given on the effective use or additional training needs

Person Responsible

Nikki Jackson

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Faculty and staff survey on the effectiveness of use from the adults perspective.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Class/individual data will be collected from the daily/weekly reports from Class Dojo

Person Responsible

LaToya Burton

Schedule

Biweekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Class Dojo Data, referral data, classroom logs, parent contact logs

G2. If Pinedale Elementary creates a classroom environment of data driven instruction, then student achievement and proficiency will increase in all core academic areas. 1

G086627

G2.B3 Need for intensive and strategic differentiated instruction in small groups with fidelity 2

B230252

G2.B3.S1 Provide teachers with the resources and materials needed to plan for appropriate and intensive small group differentiation. 4

S242889

Strategy Rationale

Teachers will utilize common planning time to create intensive, intentional instructional plans and tasks for student in order to improve student proficiency.

Action Step 1 5

Provide teachers with an excel spreadsheet to determine the needs of each individual student for appropriate planning for differentiation during common planning time and is reviewed during that time. iReady/Achieve 3000 reps will provide support to teachers throughout the school year.

Person Responsible

Alicia Hinson

Schedule

Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion

completed spreadsheet with identified skills per student, lesson plans, assessment data, blended usage data

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

Review of weekly lesson plans for differentiation and iReady/Achieve 3000 reports

Person Responsible

Alicia Hinson

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Weekly blended usage data for iReady and Achieve 3000 reports by teacher and grade level.

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

The usage and proficiency reports from the blended learning programs will be emailed, monitored and reviewed during weekly common planning

Person Responsible

Alicia Hinson

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Weekly data reports will be distributed and reviewed with all teachers, data chats with identified students by teacher and admin for goal setting and improvement during common planning time and admin/data chats.

G2.B6 Not all teachers are proficient and knowledgeable of using the curriculum guide, benchmarks and item specs effectively 2

 B230255

G2.B6.S1 Effective use of Duval Reads/Duval Math will increase student proficiency in core academic areas 4

 S242891

Strategy Rationale

Digging deeper into the curriculum will allow teachers to provide adequate instruction to meet the needs of all students.

Action Step 1 5

Teachers will participate in virtual early release and virtual common planning PD that will aide in effectively using the district adopted curriculum.

Person Responsible

Alicia Hinson

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Lesson plans that infuse topics from the virtual PD that align with the district curriculum and Florida Standards. Administrative walk-throughs and observation logs.

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Weekly classroom walk-throughs, CAST observations, review of lesson plans with feedback to teachers will allow for more effective teaching and learning to take place.

Person Responsible

Alicia Hinson

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

CAST informal/formal observation/feedback, classroom walk-through feedback and next steps

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

CAST formal/informal follow ups on next steps for implementation and change in teaching practices.

Person Responsible

Alicia Hinson

Schedule

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

Evidence of Completion

CAST formal/informal data, data display boards, next steps of best practices and student assessment data/achievement

G2.B7 Understanding how to analyze data and plan accordingly **2**

 B230256

G2.B7.S1 Disaggregate data points to determine skills and concepts that should be addressed. **4**

 S242892

Strategy Rationale

To close the achievement gap in an effort to bring students closer to grade level and maintain high performing students.

Action Step 1 **5**

Train teachers on how to analyze data sources and plan daily instruction based on the data

Person Responsible

Alicia Hinson

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Data chat forms, data analysis form, Equip Protocol sheet and lesson plans

Plan to Monitor Fidelity of Implementation of G2.B7.S1 **6**

Review data sources and collect data analysis sheets from teachers

Person Responsible

Alicia Hinson

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Lesson plans, data analysis sheets, Equip protocol sheets, review student work samples to determine if lesson objectives are met and standards mastered.

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 7

Utilize assessment data to review/provide feedback on lesson plans and small group lessons

Person Responsible

Alicia Hinson

Schedule

Monthly, from 8/29/2016 to 5/26/2017











Evidence of Completion

DTU approved data/item analysis forms and lesson plans

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					
G1.B5.S1.MA1 M325042	Class/individual data will be collected from the daily/weekly reports from Class Dojo	Burton, LaToya	8/22/2016	Class Dojo Data, referral data, classroom logs, parent contact logs	5/26/2017 biweekly
G1.B5.S1.MA1 M325043	Feedback will be given on the effective use or additional training needs	Jackson, Nikki	8/22/2016	Faculty and staff survey on the effectiveness of use from the adults perspective.	5/26/2017 quarterly
G1.B5.S1.A1 A314298	Train all faculty and staff on the effective use of Class Dojo and their accountability in using...	Burton, LaToya	8/16/2016	The use of the Class Dojo system in resource, cafeteria and the classroom.	5/26/2017 quarterly
G2.B3.S1.MA1 M325049	The usage and proficiency reports from the blended learning programs will be emailed, monitored and...	Hinson, Alicia	9/12/2016	Weekly data reports will be distributed and reviewed with all teachers, data chats with identified students by teacher and admin for goal setting and improvement during common planning time and admin/data chats.	5/26/2017 weekly
G2.B3.S1.MA1 M325050	Review of weekly lesson plans for differentiation and iReady/Achieve 3000 reports	Hinson, Alicia	9/12/2016	Weekly blended usage data for iReady and Achieve 3000 reports by teacher and grade level.	5/26/2017 weekly
G2.B3.S1.A1 A314302	Provide teachers with an excel spreadsheet to determine the needs of each individual student for...	Hinson, Alicia	9/19/2016	completed spreadsheet with identified skills per student, lesson plans, assessment data, blended usage data	5/26/2017 monthly
G2.B6.S1.MA1 M325052	Weekly classroom walk-throughs, CAST observations, review of lesson plans with feedback to teachers...	Hinson, Alicia	8/29/2016	CAST informal/formal observation/ feedback, classroom walk-through feedback and next steps	5/26/2017 weekly
G2.B6.S1.A1 A314303	Teachers will participate in virtual early release and virtual common planning PD that will aide in...	Hinson, Alicia	8/29/2016	Lesson plans that infuse topics from the virtual PD that align with the district curriculum and Florida Standards. Administrative walk-throughs and observation logs.	5/26/2017 weekly
G2.B7.S1.MA1 M325053	Utilize assessment data to review/ provide feedback on lesson plans and small group lessons	Hinson, Alicia	8/29/2016	DTU approved data/item analysis forms and lesson plans	5/26/2017 monthly
G2.B7.S1.MA1 M325054	Review data sources and collect data analysis sheets from teachers	Hinson, Alicia	8/29/2016	Lesson plans, data analysis sheets, Equip protocol sheets, review student work samples to determine if lesson objectives are met and standards mastered.	5/26/2017 weekly
G2.B7.S1.A1 A314304	Train teachers on how to analyze data sources and plan daily instruction based on the data	Hinson, Alicia	8/29/2016	Data chat forms, data analysis form, Equip Protocol sheet and lesson plans	5/26/2017 weekly
G1.B2.S2.MA1 M325036	Class Dojo points, referrals and team input on improvements	Burton, Latoya	9/12/2016	Periodic checks from administrator and team members of student behavior and decision making skills	5/26/2017 monthly
G1.B2.S2.MA1 M325037	Students will be identified/referred to the team for sessions	Burton, Latoya	9/12/2016	Attendance for each session and parent/students letters sent home with next steps	5/26/2017 monthly
G1.B2.S2.A1 A314295	Sixth grade students will serve as school ambassadors and work as the student restorative justice...	Burton, LaToya	9/12/2016	Use of referral data, student attendance to restorative justice meetings	5/26/2017 monthly
G1.MA1 M325044	Periodic culture and climate surveys will be used to determine effectiveness.	Hinson, Alicia	8/29/2016	TNTP survey data, FAME and administrative created surveys	6/2/2017 quarterly
G2.MA1 M325055	Module assessments, iReady, Achieve 3000 and end-of module assessment data will be monitored	Hinson, Alicia	9/12/2016	Data reports by teacher and grade level will be monitored and module assessments will be as needed.	6/2/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1  M325034	Weekly checks of the Class Dojo system will provide the data for each student and each class of...	Hinson, Alicia	8/29/2016	Teachers and administration will report data bi-weekly at the Teacher Leaders Meetings that highlight the overall percentage of appropriate behavior for the class and each student. This data will be highlighted in the weekly newsletter to staff and students will be rewarded for their outstanding behavior.	6/2/2017 weekly
G1.B2.S1.MA1  M325035	Weekly pulse checks on Class Dojo system of student behavior	Hinson, Alicia	8/29/2016	The Class Dojo system will provide a percentage of students that are on track with exemplifying good behavior.	6/2/2017 weekly
G1.B2.S1.A1  A314294	Successfully implement the Guidelines for Success Matrix of Expectations	Hinson, Alicia	8/15/2016	Matrix posters, student behavior grades, Class Dojo data, reduction of student referrals	6/2/2017 daily
G1.B3.S1.MA1  M325040	Consistent review of the Class Dojo data/student conduct grades to monitor effectiveness	Burton, LaToya	8/15/2016	Class Dojo monitoring data, referral data, parent contact logs, restorative justice practices referral data	6/2/2017 weekly
G1.B3.S1.MA1  M325041	Posters will be posted in all common areas and the matrix poster will hang in each classroom/common...	Burton, LaToya	8/15/2016	Referral data, Class Dojo data, and parent contact logs.	6/2/2017 daily
G1.B3.S1.A1  A314297	Teachers will teach the guidelines for success lessons every day and discuss what appropriate...	Burton, LaToya	8/15/2016	Lesson plans for each common area and classroom expectations, establish class norms and Class Dojo system.	6/2/2017 weekly
G2.B6.S1.MA1  M325051	CAST formal/informal follow ups on next steps for implementation and change in teaching practices.	Hinson, Alicia	8/29/2016	CAST formal/informal data, data display boards, next steps of best practices and student assessment data/achievement	6/2/2017 monthly
G1.B2.S3.MA1  M325038	Consistent identification of the next week's recipient to be highlighted the next week.	Hinson, Alicia	8/26/2016	Weekly newsletter and TNTP survey results	6/2/2017 weekly
G1.B2.S3.MA1  M325039	Each recipient will award golden apple to the next peer.	Hinson, Alicia	8/26/2016	Photo and brief description in weekly staff newsletter and on announcements	6/2/2017 weekly
G1.B2.S3.A1  A314296	Teachers will acknowledge each other through weekly awards. Administration will acknowledge...	Hinson, Alicia	8/22/2016	Golden Apple award/recipient in weekly newsletter, quarterly awards ceremony, Teacher/Staff brag board	6/2/2017 weekly

V. Professional Development Opportunities

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

G1. If Pinedale Elementary implements a school-wide systems for improving the culture and climate, then adult-to-adult, adult-to-student, and student-to-student interactions will improve.

G1.B2 There is a lack of positive interactions among peers/colleagues for students and adults.

G1.B2.S1 Students and adults don't interact with each other in a positive, productive manner.

PD Opportunity 1

Successfully implement the Guidelines for Success Matrix of Expectations

Facilitator

Alicia Hinson and LaToya McGhee

Participants

All School Personnel (Teachers and Paraprofessionals)

Schedule

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

G1.B2.S2 Student ambassadors for restorative justice practices.

PD Opportunity 1

Sixth grade students will serve as school ambassadors and work as the student restorative justice team.

Facilitator

LaToya McGhee

Participants

Any student referred to the restorative justice team.

Schedule

Monthly, from 9/12/2016 to 5/26/2017

G1.B3 Most faculty, staff and students have difficulty using effective behavioral systems in place to build a better climate.

G1.B3.S1 Consistently review and implement the Guidelines for Success and classroom expectations regularly to hold students accountable for their actions.

PD Opportunity 1

Teachers will teach the guidelines for success lessons every day and discuss what appropriate behavior looks like and sounds like.

Facilitator

Alicia Hinson and LaToya McGhee

Participants

All classroom teachers and paraprofessionals

Schedule

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

G1.B5 There is limited training of various systems so all take ownership and accountability of school climate

G1.B5.S1 Train staff on school wide behavior monitoring tools to increase positive interactions among students and teachers

PD Opportunity 1

Train all faculty and staff on the effective use of Class Dojo and their accountability in using this tool/resource.

Facilitator

LaToya McGhee and Nikki Jackson

Participants

All faculty and staff members

Schedule

Quarterly, from 8/16/2016 to 5/26/2017

G2. If Pinedale Elementary creates a classroom environment of data driven instruction, then student achievement and proficiency will increase in all core academic areas.

G2.B3 Need for intensive and strategic differentiated instruction in small groups with fidelity

G2.B3.S1 Provide teachers with the resources and materials needed to plan for appropriate and intensive small group differentiation.

PD Opportunity 1

Provide teachers with an excel spreadsheet to determine the needs of each individual student for appropriate planning for differentiation during common planning time and is reviewed during that time. iReady/Achieve 3000 reps will provide support to teachers throughout the school year.

Facilitator

iReady consultant, Alicia Hinson and LaToya McGhee

Participants

All K-6 teachers

Schedule

Monthly, from 9/19/2016 to 5/26/2017

G2.B6 Not all teachers are proficient and knowledgeable of using the curriculum guide, benchmarks and item specs effectively

G2.B6.S1 Effective use of Duval Reads/Duval Math will increase student proficiency in core academic areas

PD Opportunity 1

Teachers will participate in virtual early release and virtual common planning PD that will aide in effectively using the district adopted curriculum.

Facilitator

District Specialists, Alicia Hinson, LaToya McGhee

Participants

All K-6 teachers

Schedule

Weekly, from 8/29/2016 to 5/26/2017

G2.B7 Understanding how to analyze data and plan accordingly

G2.B7.S1 Disaggregate data points to determine skills and concepts that should be addressed.

PD Opportunity 1

Train teachers on how to analyze data sources and plan daily instruction based on the data

Facilitator

LaToya McGhee, Alicia Hinson, Nikki Jackson, Shaniqua Gary, Shemeka Jones

Participants

All K-6 teachers

Schedule

Weekly, from 8/29/2016 to 5/26/2017

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	Successfully implement the Guidelines for Success Matrix of Expectations	\$0.00
2	G1.B2.S2.A1	Sixth grade students will serve as school ambassadors and work as the student restorative justice team.	\$0.00
3	G1.B2.S3.A1	Teachers will acknowledge each other through weekly awards. Administration will acknowledge teachers quarterly and weekly.	\$0.00
4	G1.B3.S1.A1	Teachers will teach the guidelines for success lessons every day and discuss what appropriate behavior looks like and sounds like.	\$0.00
5	G1.B5.S1.A1	Train all faculty and staff on the effective use of Class Dojo and their accountability in using this tool/resource.	\$0.00
6	G2.B3.S1.A1	Provide teachers with an excel spreadsheet to determine the needs of each individual student for appropriate planning for differentiation during common planning time and is reviewed during that time. iReady/Achieve 3000 reps will provide support to teachers throughout the school year.	\$0.00
7	G2.B6.S1.A1	Teachers will participate in virtual early release and virtual common planning PD that will aide in effectively using the district adopted curriculum.	\$0.00
8	G2.B7.S1.A1	Train teachers on how to analyze data sources and plan daily instruction based on the data	\$0.00
Total:			\$0.00