

Martin County School District

Pinewood Elementary School



2016-17 Schoolwide Improvement Plan

Pinewood Elementary School

5200 SE WILLOUGHBY BLVD, Stuart, FL 34997

martinschools.org/o/pes

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Martin County School Board on 11/15/2016.

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 Pinewood Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Pinewood Elementary pledges to be a safe, respectful community where diverse learning is embraced, students are empowered, self-worth is promoted, and positive attitudes are celebrated. All students, staff, and families at PWE support each other through open communication to attain academic success. Students will be instilled with pride in self achievements and a desire to learn. PWE inspires hope and promise, celebrates citizenship, and builds trust through positive school and community relationships.

b. Provide the school's vision statement.

Pinewood Elementary is a safe, secure environment conducive to learning where:

Every student learns actively, accepts others, and achieves.

Every staff member is a leader, an active learner, and a caring advocate for children.

Every parent and the school community are invited, interested, and involved in the education of our students.

2. School Environment

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

The teacher student relationship is very important for children. A teacher and student who have the qualities of good communications, respect in a classroom, and show interest in teaching from the point of view of the teacher and learning from a student will establish a positive relationship in the classroom.

Children have different strategies for learning and achieving their goals. The key is, teachers need to continuously monitor the student in order for him or her to be aware of any difficulties the student is having. Understanding the child's problem, fear, or confusion will give the teacher a better understanding of the child's learning difficulties. Once the teacher becomes aware of the problems, he or she will have more patience with the student, thus making the child feel secure or less confused when learning is taking place in the classroom.

A significant body of research indicates that "academic achievement and student behavior are influenced by the quality of the teacher and student relationship" (Jones, 95). The more the teacher connects or communicates with his or her students, the more likely they will be able to help students learn at a high level and achieve academic success.

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

Implementation of the "house system" on campus provides an environment in which students feel engaged in a supportive community. Student representatives from grades 3-5 serve on the Student House Council and offer feedback and direction on student engagement and behaviors for the entire school.

Before and after school our 5th grade safety patrol students are an excellent resource in helping our

students feel safe and respected. They monitor the hallways during arrival and dismissal and remind students to follow the rules and stay safe.

During the school day, staff members out in the hallways will remind students to be safe and respectful. Our pawprints, a PBIS incentive, is often given out to students who are demonstrating those qualities. Positive office referrals increase positive behaviors on campus and ensure they feel respected for their positive choices. Parents appreciate the notification that their children are meeting school-wide behavioral and engagement expectations. In addition, our school counselor also does character education lessons during the school day to help teach and remind students why it is important to be safe and respectful.

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.

Pinewood Elementary has implemented the Positive Behavioral Interventions and Supports program (PBIS) to foster respect and safe behavior throughout our school. ALL school staff work together to reward students with tokens called “pawprints” for following the four (4) school-wide expectations: “Be respectful, responsible, safe and positive.” Students can redeem these “pawprints” for various activities or items in the PBIS store as well as earn points for their house in the house system.

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

The school provides a variety of programs that help to meet the social-emotional needs of our students. A number of our students receive counseling services from Suncoast Counseling Agency that works hand in hand with our school staff to facilitate the process of making sure our student needs are being met. A staff/student mentoring program has also begun. Staff members are paired up with students who may be exhibiting some social-emotional needs through a check in/check out system. The school counselor provides individual and group counseling sessions to students in every grade level on a number of issues.

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/322756>.

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.

*SAC will use the results of the School and Title I Parent surveys to guide the development of the Parent Involvement Plan.

*Pinewood will host an open house event, to give the parents and child an opportunity to meet the teacher.

*Evening family involvement events will be scheduled throughout the school year.

*Student reinforcement events will be scheduled to encourage increased parent attendance at Parent Teacher Conferences.

*Implement services of a parent liaison to increase communication with and involvement from parents.

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
Radcliff, Jennifer	Principal
Raiford, Kelly	Instructional Coach
Carroll, Dayna	SAC Member
Muto, Vanessa	School Counselor
Asciutto-Houck, Andrea	Instructional Coach
Smith, Cristina	Assistant Principal
Parker, Jennifer	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 school-based leadership team serves as the liaison between the administration and the instructional staff. They are responsible for getting information back to their teams, as well as bringing concerns and comments back to the group.

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system that will promote student achievement and best instructional practice? The team meets bi-weekly to engage in the following activities: review screening data and align with 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. Based on this information, the team will identify professional development,

resources, and support teachers to make sure individual student needs are being met. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, and make decisions. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Pinewood Elementary School coordinates and integrates all federal, state, and local programs that impact the school :

- Implements research-based resources funded by local and federal funds
- The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant and Title I programs
- School improvement plan objectives reflect the research-based strategies with a focus on achieving state and district priorities
- Input from the Pre K programs is obtained by the school and district and is included in the transition plan
- Parent surveys are conducted annually and developed with input from parents who represent Title I Part A, Migrant and ELL programs
- Partnerships are established (i.e. with FDLRS)
- Coordination and scheduling of instructional programs (i.e. DARE)
- Implementation of parent information programs
- Brochures and referrals for parent and student support from the guidance department, school nurse and other school personnel

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dayna Carroll	Teacher
Eva Anderson	Education Support Employee
Sally-Ann Mikati	Parent
Debra Aquino	Business/Community
Mala Naik	Parent
Jennifer Radcliff	Principal
Elizabeth Blake	Parent
Sharon Lindsey	Parent
Debbie Moffitt	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

Evaluation was ongoing last year, with each SIP Goal Chair reporting at each meeting. At the final meeting of the year in May, the group assessed where we were at each goal.

b. Development of this school improvement plan

The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan.

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

The role of a School Advisory Council is to assist in the preparation of the annual budget, making suggestions to administration.

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

School Improvement fund requests must all be reviewed and voted upon by SAC members. These funds may be expended only on programs or projects that are directly related to School Improvement. Such funds are recommended to benefit larger groups of students so that as many students as possible are benefiting.

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
Asciutto-Houck, Andrea	Instructional Coach
Carroll, Dayna	Instructional Coach

b. Duties

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

The LLT will be focused on analyzing current student data (FSA, iReady, running records, Bear Spelling Inventories, classroom pre/post assessments, iReady, and district benchmarks) to ensure instruction is aligned with highly effective instructional strategies and best practices as well as student needs. Our focus this year will be to follow the district initiatives to implement Reader's Workshop and Guided Reading with fidelity.

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.

We will continue the implementation of PLC's school-wide to encourage positive working relationships between teachers and to maintain a focus on student learning. Our leadership team will continue to provide staff development on PLC's and monitor implementation. PLC work will move through an effective PLC cycle with work focusing on standards and taxonomy, lesson design, development of Common Formative Assessments (CFAs), and analysis of CFA and daily lesson monitoring. PLC's at individual grade levels will meet weekly to plan collaboratively and ensure standards-based lesson plans are created that follow our district-wide curriculum frameworks. Monthly PLC's will be held based around teacher chosen deliberate practice elements from the Marzano framework.

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

The school provides new teachers to the county with mentors and offers on-going opportunities for professional growth.

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

Each teacher new to the district is assigned a veteran teacher, preferably within their grade level, to serve as their mentor for the year. Instructional coaches will monitor the relationships and mentoring dynamics while administration will monitor effectiveness.

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.

We will utilize the district frameworks which were created and revised by instructional leaders throughout the county. These frameworks are designed for teachers to teach all of the Florida standards prior to the end of the year. All the materials we use are research-based and instructionally relevant to the Florida standards. Teachers use the district provided resources for core instruction including Ready MAFS and LAFS tools, iReady computer based instruction, and guided reading instructional materials. These materials are all aligned to the Florida standards.

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.

District and teacher created formative assessments provide teachers with data to drive instruction. Teachers teach using the workshop method which allows for a short mini-lesson and small group instruction. Small groups are pulled based on student needs as determined by the data collected. Instructional small groups monitored through the use of mini-assessments prior to summative assessments. This allows teachers to pull additional small groups as needed for struggling learners. An intervention block has been built into the daily schedule to provide time for students that need additional support in attaining grade-level proficiency. Coaches and administration assist by observing during instructional blocks to ensure instructional techniques are effective.

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: Extended School Day

Minutes added to school year: 6,480

After school tutoring for students K - 5.

Strategy Rationale

Academic Support

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Radcliff, Jennifer, radclij@martin.k12.fl.us

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

Pre and Post test for each six week tutoring group.

Strategy: Extended School Day

Minutes added to school year: 5,040

iReady math and reading computer-based instruction will be used for before and after-school instruction to increase instructional learning time.

Strategy Rationale

The increased instructional time will increase student achievement using this research-based instructional tool.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Radcliff, Jennifer, radclij@martin.k12.fl.us

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

Individual student achievement reports.

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.

Pinewood notifies local preschool programs in the spring to schedule tours for incoming kindergartners. Information is also sent out in the PawPrints newsletter.

At Pinewood Elementary, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs.

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.

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.** The percentage of students achieving proficiency (level 3 or above) in math will increase from 61% to 71%.
- G2.** The percentage of students achieving proficiency (level 3 and above) in Science will increase to 54%.
- G3.** Increase number of parents attending grade level curriculum nights, parent-teacher conference nights, and math/science/literacy nights.
- G4.** The percentage of students achieving proficiency (Level 3 or above) in ELA will increase from 49% to 59% on the 2017 administration of FSA.

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. The percentage of students achieving proficiency (level 3 or above) in math will increase from 61% to 71%. 1a

G087169

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	71.0

Targeted Barriers to Achieving the Goal 3

- Students' limited exposure to math in the real-world.
- Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor.
- Teachers need to increase use of engagement strategies in the classroom.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math Coaches are available to model and support the use of real-world problem solving during the math block.
- Math coaches can plan, support and develop professional development based on Florida Standards during implementation of PLC Toolkit 2.0.
- Teachers may access Kagan resources through coaches and teacher leaders.

Plan to Monitor Progress Toward G1. 8

Assessment data

Person Responsible

Jennifer Radcliff

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Student proficiency will increase and student understanding will be evident on assessments

G2. The percentage of students achieving proficiency (level 3 and above) in Science will increase to 54%.

1a

G087170

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	54.0

Targeted Barriers to Achieving the Goal 3

- Need for teachers to gain deeper understanding of teaching the standards with increased rigor and addressing cognitive complexity in questioning.
- Lack of Science instructional time
- Students lack the ability to apply knowledge of vocabulary in the Science content area.
- PBL's are not being implemented correctly; teacher are experiencing undesired student outcomes.
- Lack of data in grade levels K-4.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Supplemental Science Instruction Through the Science Lab
- STEMScopes
- The Happy Scientist

Plan to Monitor Progress Toward G2. 8

Progress monitoring.

Person Responsible

Jennifer Radcliff

Schedule

Semiannually, from 8/15/2016 to 6/3/2017

Evidence of Completion

FCAT 2017 Results, Science Benchmark Results

G3. Increase number of parents attending grade level curriculum nights, parent-teacher conference nights, and math/science/literacy nights. 1a

G087171

Targets Supported 1b

Indicator	Annual Target
	100.0

Targeted Barriers to Achieving the Goal 3

- Childcare
- Transportation
- Parent work schedules

Resources Available to Help Reduce or Eliminate the Barriers 2

- Academic materials for math/science/literacy nights
- Community partners
- Translators

Plan to Monitor Progress Toward G3. 8

Review sign-in sheets

Person Responsible

Jennifer Radcliff

Schedule

Semiannually, from 8/24/2016 to 6/3/2017

Evidence of Completion

Sign-in sheets

G4. The percentage of students achieving proficiency (Level 3 or above) in ELA will increase from 49% to 59% on the 2017 administration of FSA. 1a

G087172

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	59.0

Targeted Barriers to Achieving the Goal 3

- Instructional Staff needs more support in differentiating small group ELA instruction because students are reading and writing significantly below grade level.
- Teachers need deeper understanding and experience with the rigor of the Florida Standards.
- Students have limited vocabulary and oral language skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy Coaches will provide training opportunities centered around mini lessons, reading and writing workshop strategies, and small group instruction (guided reading/strategy lessons).
- Instructional Frameworks and assessment guides have been developed for K-5. Literacy coaches will provide training, facilitate discussions, plan units around standards based instruction and standards based grading through PLC Toolkit 2.0.
- Literacy Coaches will model ways to incorporate more student talk and vocabulary building within the reading and writing workshops.

Plan to Monitor Progress Toward G4. 8

Student iReady and FSA data

Person Responsible

Jennifer Radcliff

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Increase in student proficiency

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. The percentage of students achieving proficiency (level 3 or above) in math will increase from 61% to 71%. **1**

 G087169

G1.B1 Students' limited exposure to math in the real-world. **2**

 B231732

G1.B1.S1 Provide opportunities for students to explore real-world math during work station activities, problem based learning, and enrichment. **4**

 S244490

Strategy Rationale

Through exploration of real-world math, students will make connections between concepts learned in the classroom and the world around them.

Action Step 1 **5**

Number Talks, 3 Act Tasks, and problem based learning

Person Responsible

Kelly Raiford

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans, Sign in forms, teacher feedback, student data analysis, and coaching log

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

Monitor structure and relevance of planned activities.

Person Responsible

Jennifer Radcliff

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Sign-in sheets, lesson plans, teacher feedback, student data analysis, and coaching log

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

Student Data

Person Responsible

Jennifer Radcliff

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans, sign in forms, teacher feedback, student data analysis, and coaching log

G1.B2 Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor. **2**

 B231733

G1.B2.S1 Provide strategic professional development around identifying target standards with staff during PLC toolkit 2.0. **4**

 S244491

Strategy Rationale

To continue to support teachers' understanding of the Florida standards and how to implement instructional practices that differentiate the learning at the core for all students, at the complexity of the standard.

Action Step 1 **5**

Instructional Coaches to provide professional development on high impact strategies relevant to each grade level and/or each staff member

Person Responsible

Jennifer Parker

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Agendas, evaluations, meeting minutes

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

PD outline, teacher evaluations

Person Responsible

Jennifer Radcliff

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Observational notes, evaluations

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

Implementation of strategies within the classroom

Person Responsible

Jennifer Radcliff

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Student performance on various assessments

G1.B3 Teachers need to increase use of engagement strategies in the classroom. 2

 B231734

G1.B3.S1 Implementing Kagan strategies within the classroom to increase student engagement and achievement. 4

 S244492

Strategy Rationale

Through use of Kagan strategies and community building activities, students' classroom engagement will increase which will lead to academic growth.

Action Step 1 5

Coach, model, and support Kagan strategies in the K-5 classrooms.

Person Responsible

Jennifer Parker

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans, observational notes, and evaluations

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

Observe participation of Kagan strategies in the K-5 classrooms.

Person Responsible

Jennifer Radcliff

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans, observational notes, and evaluations

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

Increase in student engagement using Kagan strategies in the K-5 classrooms.

Person Responsible

Jennifer Radcliff

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Increase in student academic growth

G2. The percentage of students achieving proficiency (level 3 and above) in Science will increase to 54%. 1

G087170

G2.B1 Need for teachers to gain deeper understanding of teaching the standards with increased rigor and addressing cognitive complexity in questioning. 2

B231735

G2.B1.S1 Unwrap standards and plan in PLC's; utilize cross grade level alignment of standards in the science specs to support students. 4

S244493

Strategy Rationale

Teachers will understand what they are teaching and what students should have learned prior that scaffolds what they need to learn.

Action Step 1 5

Review of item specs and standards during PLC meetings.

Person Responsible

Jennifer Radcliff

Schedule

Monthly, from 8/15/2016 to 6/3/2017

Evidence of Completion

PLC notes

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

Review as needed and share ideas.

Person Responsible

Jennifer Radcliff

Schedule

Semiannually, from 8/15/2016 to 6/3/2017

Evidence of Completion

PLC notes

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

Review benchmarks.

Person Responsible

Michelle Heath

Schedule

Semiannually, from 8/15/2016 to 6/3/2017

Evidence of Completion

Benchmark scores

G2.B2 Lack of Science instructional time 2

 B231736

G2.B2.S1 Integrate science in small group instruction during ELA block. 4

 S244494

Strategy Rationale

Integration of subjects will increase time spent on science instruction.

Action Step 1 5

Teachers need to access non-fiction science content readers.

Person Responsible

Andrea Ascitutto-Houck

Schedule

Quarterly, from 8/15/2016 to 6/3/2017

Evidence of Completion

Classroom observations; lesson plans; instructional focus calendars; benchmark test results

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

Communicate need of materials to ELA coach.

Person Responsible

Andrea Ascitutto-Houck

Schedule

Quarterly, from 8/15/2016 to 6/3/2017

Evidence of Completion

Classroom observations; lesson plans; instructional focus calendars

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

Analyze benchmark data.

Person Responsible

Jennifer Radcliff

Schedule

Monthly, from 8/15/2016 to 6/3/2017

Evidence of Completion

Increased benchmark scores.

G2.B2.S2 Work with LMC specialist to create projects that can be completed during related arts time in the LMC. 4

S244495

Strategy Rationale

Students will gain extra time in Science instruction outside of the homeroom classroom.

Action Step 1 5

Planning with the LMC specialist.

Person Responsible

Michelle Heath

Schedule

Quarterly, from 8/15/2016 to 6/24/2017

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Discuss during PLC's

Person Responsible

Jennifer Radcliff

Schedule

Monthly, from 8/15/2016 to 6/24/2017

Evidence of Completion

PLC notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Communication between the LMC specialist and classroom teacher.

Person Responsible

Michelle Heath

Schedule

Monthly, from 8/15/2016 to 6/24/2017


Evidence of Completion

PLC notes

G2.B3 Students lack the ability to apply knowledge of vocabulary in the Science content area. 2

 B231737

G2.B3.S1 Focus on "Word of the Day", implement scrap-booking in journals, use of non-fiction leveled readers. 4

 S244496

Strategy Rationale

Daily practice of vocabulary will increase comprehension of science content.

Action Step 1 5

Science vocabulary development.

Person Responsible

Jennifer Radcliff

Schedule

Semiannually, from 8/15/2016 to 6/3/2017

Evidence of Completion

Classroom observations; lesson plans; assessments; student journals

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

Classroom assessments.

Person Responsible

Jennifer Radcliff

Schedule

Semiannually, from 8/15/2016 to 6/3/2017

Evidence of Completion

2017 NGSSS results

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

Discuss and problem solve during meetings.

Person Responsible

Michelle Heath

Schedule


Monthly, from 8/15/2016 to 6/3/2017

Evidence of Completion


2017 NGSSS results

G2.B4 PBL's are not being implemented correctly; teacher are experiencing undesired student outcomes.

2

 B231738

G2.B4.S1 Reinforce focus on small groups. 4

 S244497

Strategy Rationale

Working in small groups will support core curriculum. Students will have repeated exposure to curriculum on a frequent basis.

Action Step 1 5

Identify small group needs based on Science BM data.

Person Responsible

Jennifer Radcliff

Schedule

Triannually, from 8/15/2016 to 5/31/2017

Evidence of Completion

Benchmark data

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

Teach lesson plans will show small group documentation.

Person Responsible

Jennifer Radcliff

Schedule

Quarterly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Administration will check lesson plans to ensure teachers are implementing small groups.

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

Science benchmark scores.

Person Responsible

Jennifer Radcliff

Schedule

Triannually, from 8/15/2016 to 5/31/2017

Evidence of Completion

Science benchmarks will be administered three times per year.

G2.B4.S2 Create PBL's that are standard-specific. 4

 S244498

Strategy Rationale

PBL's should target specific standards in order for students to gain deeper knowledge of standard.

Action Step 1 5

Teachers will create PBL's around specific standards based on scope and sequence.

Person Responsible

Jennifer Parker

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

A menu of PBL's created to use based on science standards.

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

Teacher lesson plans showing PBL's being implemented based on focus standards.

Person Responsible

Jennifer Radcliff

Schedule

Annually, from 8/15/2016 to 5/31/2017

Evidence of Completion

Administration will verify that teachers include PBL's in lesson plans based on focus standards.

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

Science benchmark scores.

Person Responsible

Jennifer Radcliff

Schedule

On 5/31/2017

Evidence of Completion

Science benchmark scores will be evaluated to show success.

G2.B4.S3 Cross curricular identification of missing standards. 4

S244499

Strategy Rationale

Students will be tested on standards that are not specified on science scope and sequence in fifth grade.

Action Step 1 5

Meet with different grade levels to analyze scope and sequence and identify "fair game" standards.

Person Responsible

Michelle Heath

Schedule

On 5/31/2017

Evidence of Completion

A list of "fair game" standards

Plan to Monitor Fidelity of Implementation of G2.B4.S3 6

Lesson plans should indicate the application of fair game standards in lesson plans per identified grade levels.

Person Responsible

Jennifer Radcliff

Schedule

Annually, from 8/15/2016 to 5/31/2017

Evidence of Completion

Lesson plans are indicative of fair game standards being taught during instruction.

Plan to Monitor Effectiveness of Implementation of G2.B4.S3 7

Science benchmark scores

Person Responsible

Jennifer Radcliff

Schedule

Triannually, from 8/15/2016 to 5/31/2017

Evidence of Completion

Scores will indicate student achievement based on standards.

Plan to Monitor Effectiveness of Implementation of G2.B4.S3 7

Science benchmark scores

Person Responsible

Jennifer Radcliff

Schedule

Triannually, from 8/15/2016 to 5/31/2017

Evidence of Completion

Scores will indicate student achievement based on standards.

G2.B4.S4 Professional Development opportunities. 4

S244500

Strategy Rationale

Professional development will give teachers the opportunity to understand elements, goals and materials necessary for PBL's.

Action Step 1 5

Identify professional development programs related to PBL creation and implementation.

Person Responsible

Jennifer Parker

Schedule

On 5/31/2017

Evidence of Completion

Identified professional development programs.

Plan to Monitor Fidelity of Implementation of G2.B4.S4 6

Teacher created PBL's

Person Responsible

Jennifer Parker

Schedule

On 5/31/2017

Evidence of Completion

Teacher created PBL's

Plan to Monitor Effectiveness of Implementation of G2.B4.S4 7

Science benchmarks

Person Responsible

Jennifer Radcliff

Schedule

Triannually, from 8/15/2016 to 5/31/2017

Evidence of Completion

Science benchmark scores will be indicative of student achievement.

G2.B5 Lack of data in grade levels K-4. 2

 B231739

G2.B5.S1 Grades K-4 will administer science benchmarks assessments. 4

 S244501

Strategy Rationale

Data from K-4 benchmark assessments will guide teacher instruction based on weaknesses.

Action Step 1 5

Administer benchmark assessments.

Person Responsible

Jennifer Radcliff

Schedule

Triannually, from 8/15/2016 to 5/31/2017

Evidence of Completion

Benchmark data

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Administration will monitor benchmark data.

Person Responsible

Jennifer Radcliff

Schedule

Triannually, from 8/15/2016 to 5/31/2017

Evidence of Completion

Benchmark data will indicate areas of strengths and weaknesses across grade levels.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Benchmark scores

Person Responsible

Jennifer Radcliff

Schedule

Triannually, from 8/15/2016 to 5/31/2017

Evidence of Completion

Benchmark scores will be analyzed to determine areas of strengths and weaknesses.

G3. Increase number of parents attending grade level curriculum nights, parent-teacher conference nights, and math/science/literacy nights. 1

G087171

G3.B1 Childcare 2

B231740

G3.B1.S1 Staff, PTA and High School volunteers will watch children so that parents can fully participate in parent involvement activities. 4

S244502

Strategy Rationale

Action Step 1 5

Provide childcare with age-appropriate games and activities.

Person Responsible

Vanessa Muto

Schedule

Quarterly, from 9/3/2016 to 6/3/2017

Evidence of Completion

Sign-in sheets

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

Monitor childcare services

Person Responsible

Jennifer Radcliff

Schedule

On 6/3/2017

Evidence of Completion

Checklist of childcare program to be provided to the school principal.

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

Comparison of sign-in sheets from past years to this year to track parent involvement numbers.

Person Responsible

Jennifer Radcliff

Schedule

Annually, from 8/24/2016 to 6/3/2017

Evidence of Completion

Sign- in sheets, held by Eva Anderson

G3.B3 Parent work schedules 2

 B231742

G3.B3.S1 Flex schedule events to make them convenient for working parents. 4

 S244504

Strategy Rationale

Action Step 1 5

Have parent involvement committee meet and review schedule of events

Person Responsible

Jennifer Radcliff

Schedule

Quarterly, from 8/24/2016 to 6/3/2017

Evidence of Completion

outlook calendar

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

Flex schedule for working parents

Person Responsible

Jennifer Radcliff

Schedule

Quarterly, from 8/24/2016 to 7/4/2017

Evidence of Completion

Schedule

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

Attendance at grade level curriculum nights, parent-teacher conference nights, and math/science/literacy nights.

Person Responsible

Jennifer Radcliff


Schedule

Semiannually, from 8/24/2016 to 6/3/2017

Evidence of Completion

Sign in sheets

G4. The percentage of students achieving proficiency (Level 3 or above) in ELA will increase from 49% to 59% on the 2017 administration of FSA. **1**

 G087172

G4.B1 Instructional Staff needs more support in differentiating small group ELA instruction because students are reading and writing significantly below grade level. **2**

 B231743

G4.B1.S1 Ongoing professional development around analyzing student data (Running Records) and differentiating instruction based on student needs. **4**

 S244505

Strategy Rationale

Increasing teacher capacity will enhance core instruction and student achievement.

Action Step 1 **5**

Model Lessons, Staff Meetings, Professional Development/Trainings, Grade Level Meetings, Individual Teacher Discussions

Person Responsible

Dayna Carroll

Schedule

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

Evidence of Completion

Coaches' Log Sign-in Forms PD/Training Evaluations in ERO

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

Coaches' Log
Teacher Feedback
Student Progress

Person Responsible

Jennifer Radcliff

Schedule

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

Evidence of Completion

Coaches' Log Evaluations in ERO Sign-in Forms Reflective exit tickets

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

Teacher Feedback
Student Progress

Person Responsible

Jennifer Radcliff

Schedule

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


Evidence of Completion

Evaluations in ERO Teacher Feedback Student Progress

G4.B2 Teachers need deeper understanding and experience with the rigor of the Florida Standards. 2

 B231744

G4.B2.S1 Literacy coaches will assist in curriculum development and unit planning through the PLC Toolkit 2.0. 4

 S244506

Strategy Rationale

Ongoing collaborative discussions will facilitate increased teacher proficiency with instruction required to meet the rigorous expectations of the standards.

Action Step 1 5

Review Florida Standards as a team
Explore Instructional Frameworks
Gather materials to support teaching to the rigor of the Florida Standards
Plan instructional strategies and lessons to support mastery of the Florida Standards

Person Responsible

Andrea Ascitutto-Houck

Schedule

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

Evidence of Completion

Notes from team meetings and monthly Literacy Leadership Team meetings

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Weekly Lesson Plans
Meeting Minutes
Classroom Experiences

Person Responsible

Jennifer Radcliff

Schedule

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

Evidence of Completion

Lesson Plans Observations of Lesson Delivery Meeting Minutes

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Plan - Model - Observe - Feedback

Person Responsible

Jennifer Radcliff

Schedule

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

Evidence of Completion

Meeting Minutes Lesson Plans Lesson Implementation

G4.B3 Students have limited vocabulary and oral language skills. 2

B231745

G4.B3.S1 Literacy coaches will model effective ways to include vocabulary building and more time for student-centered talk within the reading and writing workshop. 4

S244507

Strategy Rationale

When students discuss literature using appropriate vocabulary they are using critical thinking skills that build their knowledge and comprehension.

Action Step 1 5

Coaches will model preparation and implementation of explicitly planned Interactive Read Alouds to allow for student talk with multiple opportunities for students to discuss reading and writing through partner work.

Person Responsible

Dayna Carroll

Schedule

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

Evidence of Completion

Coaches' Log Sign-in Forms PD/Training Evaluations in ERO

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

Monitor structure and relevance of planned activities.

Person Responsible

Jennifer Radcliff

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans, teacher feedback, and coaching logs

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

Monitor structure and relevance of planned activities.

Person Responsible

Jennifer Radcliff





















Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans and coaching logs

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.MA1  M328692	Assessment data	Radcliff, Jennifer	8/15/2016	Student proficiency will increase and student understanding will be evident on assessments	5/26/2017 monthly
G4.MA1  M328726	Student iReady and FSA data	Radcliff, Jennifer	8/15/2016	Increase in student proficiency	5/26/2017 monthly
G1.B1.S1.MA1  M328686	Student Data	Radcliff, Jennifer	8/15/2016	Lesson plans, sign in forms, teacher feedback, student data analysis, and coaching log	5/26/2017 monthly
G1.B1.S1.MA1  M328687	Monitor structure and relevance of planned activities.	Radcliff, Jennifer	8/15/2016	Sign-in sheets, lesson plans, teacher feedback, student data analysis, and coaching log	5/26/2017 monthly
G1.B1.S1.A1  A316580	Number Talks, 3 Act Tasks, and problem based learning	Raiford, Kelly	8/15/2016	Lesson plans, Sign in forms, teacher feedback, student data analysis, and coaching log	5/26/2017 monthly
G1.B2.S1.MA1  M328688	Implementation of strategies within the classroom	Radcliff, Jennifer	8/15/2016	Student performance on various assessments	5/26/2017 monthly
G1.B2.S1.MA1  M328689	PD outline, teacher evaluations	Radcliff, Jennifer	8/15/2016	Observational notes, evaluations	5/26/2017 monthly
G1.B2.S1.A1  A316581	Instructional Coaches to provide professional development on high impact strategies relevant to...	Parker, Jennifer	8/15/2016	Agendas, evaluations, meeting minutes	5/26/2017 monthly
G1.B3.S1.MA1  M328690	Increase in student engagement using Kagan strategies in the K-5 classrooms.	Radcliff, Jennifer	8/15/2016	Increase in student academic growth	5/26/2017 monthly
G1.B3.S1.MA1  M328691	Observe participation of Kagan strategies in the K-5 classrooms.	Radcliff, Jennifer	8/15/2016	Lesson plans, observational notes, and evaluations	5/26/2017 weekly
G1.B3.S1.A1  A316582	Coach, model, and support Kagan strategies in the K-5 classrooms.	Parker, Jennifer	8/15/2016	Lesson plans, observational notes, and evaluations	5/26/2017 weekly
G4.B1.S1.MA1  M328720	Teacher Feedback Student Progress	Radcliff, Jennifer	8/5/2016	Evaluations in ERO Teacher Feedback Student Progress	5/26/2017 biweekly
G4.B1.S1.MA1  M328721	Coaches' Log Teacher Feedback Student Progress	Radcliff, Jennifer	8/5/2016	Coaches' Log Evaluations in ERO Sign-in Forms Reflective exit tickets	5/26/2017 biweekly
G4.B1.S1.A1  A316595	Model Lessons, Staff Meetings, Professional Development/Trainings, Grade Level Meetings, Individual...	Carroll, Dayna	8/5/2016	Coaches' Log Sign-in Forms PD/ Training Evaluations in ERO	5/26/2017 monthly
G4.B2.S1.MA1  M328722	Plan - Model - Observe - Feedback	Radcliff, Jennifer	8/5/2016	Meeting Minutes Lesson Plans Lesson Implementation	5/26/2017 weekly
G4.B2.S1.MA1  M328723	Weekly Lesson Plans Meeting Minutes Classroom Experiences	Radcliff, Jennifer	8/5/2016	Lesson Plans Observations of Lesson Delivery Meeting Minutes	5/26/2017 weekly
G4.B2.S1.A1  A316596	Review Florida Standards as a team Explore Instructional Frameworks Gather materials to support...	Asciutto-Houck, Andrea	8/5/2016	Notes from team meetings and monthly Literacy Leadership Team meetings	5/26/2017 weekly
G4.B3.S1.MA1  M328724	Monitor structure and relevance of planned activities.	Radcliff, Jennifer	8/15/2016	Lesson plans and coaching logs	5/26/2017 monthly
G4.B3.S1.MA1  M328725	Monitor structure and relevance of planned activities.	Radcliff, Jennifer	8/15/2016	Lesson plans, teacher feedback, and coaching logs	5/26/2017 monthly
G4.B3.S1.A1  A316597	Coaches will model preparation and implementation of explicitly planned Interactive Read Alouds to...	Carroll, Dayna	8/5/2016	Coaches' Log Sign-in Forms PD/ Training Evaluations in ERO	5/26/2017 monthly

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Pinewood Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B4.S1.MA1 M328701	Science benchmark scores.	Radcliff, Jennifer	8/15/2016	Science benchmarks will be administered three times per year.	5/31/2017 triannually
G2.B4.S1.MA1 M328702	Teach lesson plans will show small group documentation.	Radcliff, Jennifer	8/15/2016	Administration will check lesson plans to ensure teachers are implementing small groups.	5/31/2017 quarterly
G2.B4.S1.A1 A316587	Identify small group needs based on Science BM data.	Radcliff, Jennifer	8/15/2016	Benchmark data	5/31/2017 triannually
G2.B5.S1.MA1 M328710	Benchmark scores	Radcliff, Jennifer	8/15/2016	Benchmark scores will be analyzed to determine areas of strengths and weaknesses.	5/31/2017 triannually
G2.B5.S1.MA1 M328711	Administration will monitor benchmark data.	Radcliff, Jennifer	8/15/2016	Benchmark data will indicate areas of strengths and weaknesses across grade levels.	5/31/2017 triannually
G2.B5.S1.A1 A316591	Administer benchmark assessments.	Radcliff, Jennifer	8/15/2016	Benchmark data	5/31/2017 triannually
G2.B4.S2.MA1 M328703	Science benchmark scores.	Radcliff, Jennifer	8/15/2016	Science benchmark scores will be evaluated to show success.	5/31/2017 one-time
G2.B4.S2.MA1 M328704	Teacher lesson plans showing PBL's being implemented based on focus standards.	Radcliff, Jennifer	8/15/2016	Administration will verify that teachers include PBL's in lesson plans based on focus standards.	5/31/2017 annually
G2.B4.S2.A1 A316588	Teachers will create PBL's around specific standards based on scope and sequence.	Parker, Jennifer	8/15/2016	A menu of PBL's created to use based on science standards.	5/31/2017 monthly
G2.B4.S3.MA1 M328705	Science benchmark scores	Radcliff, Jennifer	8/15/2016	Scores will indicate student achievement based on standards.	5/31/2017 triannually
G2.B4.S3.MA1 M328706	Science benchmark scores	Radcliff, Jennifer	8/15/2016	Scores will indicate student achievement based on standards.	5/31/2017 triannually
G2.B4.S3.MA1 M328707	Lesson plans should indicate the application of fair game standards in lesson plans per identified...	Radcliff, Jennifer	8/15/2016	Lesson plans are indicative of fair game standards being taught during instruction.	5/31/2017 annually
G2.B4.S3.A1 A316589	Meet with different grade levels to analyze scope and sequence and identify "fair game" standards.	Heath, Michelle	8/15/2016	A list of "fair game" standards	5/31/2017 one-time
G2.B4.S4.MA1 M328708	Science benchmarks	Radcliff, Jennifer	8/15/2016	Science benchmark scores will be indicative of student achievement.	5/31/2017 triannually
G2.B4.S4.MA1 M328709	Teacher created PBL's	Parker, Jennifer	8/15/2016	Teacher created PBL's	5/31/2017 one-time
G2.B4.S4.A1 A316590	Identify professional development programs related to PBL creation and implementation.	Parker, Jennifer	8/15/2016	Identified professional development programs.	5/31/2017 one-time
G2.MA1 M328712	Progress monitoring.	Radcliff, Jennifer	8/15/2016	FCAT 2017 Results, Science Benchmark Results	6/3/2017 semiannually
G3.MA1 M328719	Review sign-in sheets	Radcliff, Jennifer	8/24/2016	Sign-in sheets	6/3/2017 semiannually
G2.B1.S1.MA1 M328693	Review benchmarks.	Heath, Michelle	8/15/2016	Benchmark scores	6/3/2017 semiannually
G2.B1.S1.MA1 M328694	Review as needed and share ideas.	Radcliff, Jennifer	8/15/2016	PLC notes	6/3/2017 semiannually
G2.B1.S1.A1 A316583	Review of item specs and standards during PLC meetings.	Radcliff, Jennifer	8/15/2016	PLC notes	6/3/2017 monthly
G2.B2.S1.MA1 M328695	Analyze benchmark data.	Radcliff, Jennifer	8/15/2016	Increased benchmark scores.	6/3/2017 monthly

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Pinewood Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1 M328696	Communicate need of materials to ELA coach.	Asciutto-Houck, Andrea	8/15/2016	Classroom observations; lesson plans; instructional focus calendars	6/3/2017 quarterly
G2.B2.S1.A1 A316584	Teachers need to access non-fiction science content readers.	Asciutto-Houck, Andrea	8/15/2016	Classroom observations; lesson plans; instructional focus calendars; benchmark test results	6/3/2017 quarterly
G2.B3.S1.MA1 M328699	Discuss and problem solve during meetings.	Heath, Michelle	8/15/2016	2017 NGSSS results	6/3/2017 monthly
G2.B3.S1.MA1 M328700	Classroom assessments.	Radcliff, Jennifer	8/15/2016	2017 NGSSS results	6/3/2017 semiannually
G2.B3.S1.A1 A316586	Science vocabulary development.	Radcliff, Jennifer	8/15/2016	Classroom observations; lesson plans; assessments; student journals	6/3/2017 semiannually
G3.B1.S1.MA1 M328713	Comparison of sign-in sheets from past years to this year to track parent involvement numbers.	Radcliff, Jennifer	8/24/2016	Sign- in sheets, held by Eva Anderson	6/3/2017 annually
G3.B1.S1.MA1 M328714	Monitor childcare services	Radcliff, Jennifer	8/24/2016	Checklist of childcare program to be provided to the school principal.	6/3/2017 one-time
G3.B1.S1.A1 A316592	Provide childcare with age-appropriate games and activities.	Muto, Vanessa	9/3/2016	Sign-in sheets	6/3/2017 quarterly
G3.B3.S1.MA1 M328717	Attendance at grade level curriculum nights, parent-teacher conference nights, and...	Radcliff, Jennifer	8/24/2016	Sign in sheets	6/3/2017 semiannually
G3.B3.S1.A1 A316594	Have parent involvement committee meet and review schedule of events	Radcliff, Jennifer	8/24/2016	outlook calendar	6/3/2017 quarterly
G2.B2.S2.MA1 M328697	Communication between the LMC specialist and classroom teacher.	Heath, Michelle	8/15/2016	PLC notes	6/24/2017 monthly
G2.B2.S2.MA1 M328698	Discuss during PLC's	Radcliff, Jennifer	8/15/2016	PLC notes	6/24/2017 monthly
G2.B2.S2.A1 A316585	Planning with the LMC specialist.	Heath, Michelle	8/15/2016	Lesson plans	6/24/2017 quarterly
G3.B3.S1.MA1 M328718	Flex schedule for working parents	Radcliff, Jennifer	8/24/2016	Schedule	7/4/2017 quarterly

V. Professional Development Opportunities

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

G1. The percentage of students achieving proficiency (level 3 or above) in math will increase from 61% to 71%.

G1.B1 Students' limited exposure to math in the real-world.

G1.B1.S1 Provide opportunities for students to explore real-world math during work station activities, problem based learning, and enrichment.

PD Opportunity 1

Number Talks, 3 Act Tasks, and problem based learning

Facilitator

Kelly Raiford and Jennifer Parker

Participants

Teacher and Students

Schedule

Monthly, from 8/15/2016 to 5/26/2017

G1.B2 Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor.

G1.B2.S1 Provide strategic professional development around identifying target standards with staff during PLC toolkit 2.0.

PD Opportunity 1

Instructional Coaches to provide professional development on high impact strategies relevant to each grade level and/or each staff member

Facilitator

Jennifer Parker and Kelly Raiford

Participants

K-5 Instructional Teachers

Schedule

Monthly, from 8/15/2016 to 5/26/2017

G2. The percentage of students achieving proficiency (level 3 and above) in Science will increase to 54%.

G2.B4 PBL's are not being implemented correctly; teacher are experiencing undesired student outcomes.

G2.B4.S4 Professional Development opportunities.

PD Opportunity 1

Identify professional development programs related to PBL creation and implementation.

Facilitator

Radcliff

Participants

K-5 staff

Schedule

On 5/31/2017

G4. The percentage of students achieving proficiency (Level 3 or above) in ELA will increase from 49% to 59% on the 2017 administration of FSA.

G4.B1 Instructional Staff needs more support in differentiating small group ELA instruction because students are reading and writing significantly below grade level.

G4.B1.S1 Ongoing professional development around analyzing student data (Running Records) and differentiating instruction based on student needs.

PD Opportunity 1

Model Lessons, Staff Meetings, Professional Development/Trainings, Grade Level Meetings, Individual Teacher Discussions

Facilitator

Andrea Ascitutto-Houck and Dayna Carroll

Participants

Literacy Coaches and Instructional Staff

Schedule

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

G4.B2 Teachers need deeper understanding and experience with the rigor of the Florida Standards.

G4.B2.S1 Literacy coaches will assist in curriculum development and unit planning through the PLC Toolkit 2.0.

PD Opportunity 1

Review Florida Standards as a team Explore Instructional Frameworks Gather materials to support teaching to the rigor of the Florida Standards Plan instructional strategies and lessons to support mastery of the Florida Standards

Facilitator

Andrea Asciutto-Houck Dayna Carroll

Participants

Instructional Staff

Schedule

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

G4.B3 Students have limited vocabulary and oral language skills.

G4.B3.S1 Literacy coaches will model effective ways to include vocabulary building and more time for student-centered talk within the reading and writing workshop.

PD Opportunity 1

Coaches will model preparation and implementation of explicitly planned Interactive Read Alouds to allow for student talk with multiple opportunities for students to discuss reading and writing through partner work.

Facilitator

Dayna Carroll (K-2) Andrea Asciutto-Houck (3-5)

Participants

Coaches/Instructional Staff

Schedule

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

VI. Technical Assistance Items

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

G1. The percentage of students achieving proficiency (level 3 or above) in math will increase from 61% to 71%.

G1.B3 Teachers need to increase use of engagement strategies in the classroom.

G1.B3.S1 Implementing Kagan strategies within the classroom to increase student engagement and achievement.

TA Opportunity 1

Coach, model, and support Kagan strategies in the K-5 classrooms.

Facilitator

Jennifer Parker and Kelly Raiford

Participants

Teachers, Coaches, and Students

Schedule

Weekly, from 8/15/2016 to 5/26/2017

VII. Budget

1	G1.B1.S1.A1	Number Talks, 3 Act Tasks, and problem based learning				\$0.00
2	G1.B2.S1.A1	Instructional Coaches to provide professional development on high impact strategies relevant to each grade level and/or each staff member				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0291 - Pinewood Elementary School			\$5,000.00
Notes: \$5,000.00 allocated for various PD needs throughout the year.						
3	G1.B3.S1.A1	Coach, model, and support Kagan strategies in the K-5 classrooms.				\$0.00
4	G2.B1.S1.A1	Review of item specs and standards during PLC meetings.				\$0.00
5	G2.B2.S1.A1	Teachers need to access non-fiction science content readers.				\$0.00
6	G2.B2.S2.A1	Planning with the LMC specialist.				\$0.00
7	G2.B3.S1.A1	Science vocabulary development.				\$0.00
8	G2.B4.S1.A1	Identify small group needs based on Science BM data.				\$0.00
9	G2.B4.S2.A1	Teachers will create PBL's around specific standards based on scope and sequence.				\$0.00

10	G2.B4.S3.A1	Meet with different grade levels to analyze scope and sequence and identify "fair game" standards.	\$0.00
11	G2.B4.S4.A1	Identify professional development programs related to PBL creation and implementation.	\$0.00
12	G2.B5.S1.A1	Administer benchmark assessments.	\$0.00
13	G3.B1.S1.A1	Provide childcare with age-appropriate games and activities.	\$0.00
14	G3.B3.S1.A1	Have parent involvement committee meet and review schedule of events	\$0.00
15	G4.B1.S1.A1	Model Lessons, Staff Meetings, Professional Development/Trainings, Grade Level Meetings, Individual Teacher Discussions	\$0.00
16	G4.B2.S1.A1	Review Florida Standards as a team Explore Instructional Frameworks Gather materials to support teaching to the rigor of the Florida Standards Plan instructional strategies and lessons to support mastery of the Florida Standards	\$0.00
17	G4.B3.S1.A1	Coaches will model preparation and implementation of explicitly planned Interactive Read Alouds to allow for student talk with multiple opportunities for students to discuss reading and writing through partner work.	\$0.00
Total:			\$5,000.00