

Orange County Public Schools

Pineloch Elementary



2017-18 Schoolwide Improvement Plan

Pineloch Elementary

3101 WOODS AVE, Orlando, FL 32805

<https://pineloches.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 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	97%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Pineloch Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation.

2. School Environment

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

Pineloch Elementary prides itself on its diverse student population. By hosting multi-cultural celebrations with students and parents during the year, a culture of acceptance and tolerance is nurtured. During these celebrations (Hispanic Heritage month, Black History month, and Haitian Flag Day), parents are encouraged to share parts of their culture and history with our students. The multi-cultural committee works closely with parents and teachers to arrange sessions that will expose our students to the various traditions and cultures. The faculty and staff receive professional development on strategies to utilize with our English Language Learners. In addition, our staff has ongoing professional development in ESOL strategies and is required to have the ESOL endorsement on their professional educator certificate.

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

The atmosphere at Pineloch is centered around a safety first principle. All employees must wear their OPCS badge while on campus. All guests must enter through the reception area to receive a visitor's pass before exiting to the main halls of the school. Parents and visitors are encouraged to complete the ADDitions process as part of our effort to ensure safety. During arrival and dismissal, leadership team members and staff are placed in strategic locations throughout the campus to monitor safety and provide supervision of students. Safety patrols also assist with escorting students to appropriate areas and monitoring behavior.

Additionally, Pineloch Elementary has a school-wide discipline plan which incorporates PBS. The policies, procedures, and routines, are shared with the students at the beginning of the year and reviewed quarterly. An in depth teaching of the Student Code of Conduct is provided to every student at the beginning of the school year. Our Student Resource Officer (SRO) is present once per week and works with our fifth grade students to promote positive behavior that contributes to a safe environment for all.

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.

Pineloch uses PBS (positive behavior support) as a systematic, proactive approach to student behavior. During preplanning, the dean of students conducted a professional development on PBS for the entire staff. PBS creates an environment where positive behavior is more effective than problem

behavior. The goal of PBS is to stop undesirable behavior by: replacing with a new positive behavior or skill; altering the environment(s); teaching the appropriate skills; and rewarding appropriate behavior.

A school-wide discipline handbook and site plan has been developed and distributed to staff. Systematic interventions and procedures for handling disciplinary incidents has been developed and implemented in all grade levels and visible throughout the school. The use of an alternative to suspension (PASS Room) is in place and monitored for fairness and consistency. Students are retaught behavior expectations and character education before returning to the general education classroom.

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.

Pineloch Elementary ensures that the needs of the whole child are being met. An emphasis on school-wide monthly character traits is embedded in guidance lessons and our Proud Panther Program. Students identified as needing social skills either through the MTSS process or individual education plan are provided social skills training by the guidance counselor. Students needing additional support services such as mental health counseling or mentoring are referred to the social worker and guidance counselor who then seeks the assistance of outside agencies.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

To monitor early warning systems, teachers are required to enter attendance daily in Progress Book. All tardies and early dismissals are entered as well. Each Monday, the registrar exports attendance reports and provide letters to parents. Attendance reports are provided to the truancy team to follow up and provide assistance to families in need.

The dean enters all suspensions in a discipline spreadsheet as a method to track suspensions. Discipline data is used by the MTSS team as an early system to identify students and teachers needing assistance and support.

Individual student data to include the lowest 25% is disaggregated and discussed during bimonthly data meetings. Students are targeted for tutoring, social skills, and positive reinforcement. In addition, reading deficiency letters are drafted and communicated to parents during the beginning and midpoint of the school year.

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	46	42	40	33	20	26	0	0	0	0	0	0	0	207
One or more suspensions	4	5	21	12	7	18	0	0	0	0	0	0	0	67
Course failure in ELA or Math	13	39	22	9	19	48	0	0	0	0	0	0	0	150
Level 1 on statewide assessment	0	0	0	74	40	68	0	0	0	0	0	0	0	182

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	8	15	13	27	21	49	0	0	0	0	0	0	0	133

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

Pineloch uses a comprehensive approach to improve the academic performance of students with two or more early warning indicators. Through the MTSS process, students are monitored and placed in fluid intervention groups. Tier II students are monitored biweekly and Tier III students are monitored weekly. Our leadership team meets weekly to monitor the early warning system and then action steps are put in place. Students with attendance below 90% will have a home visit by the social worker; course failure or level 1 on statewide assessments will result in tutoring through our after school tutoring/ Saturday school tutoring services program and leveled instruction within the core subjects utilizing the CRM's to ensure teachers are teaching to the standards. Students with one or more suspensions are monitored by the dean using the discipline tracking spreadsheet.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

This year's parental involvement targets include efforts to increase parent engagement in a more organized and timely manner: Monthly parental workshops and family oriented activities will be implemented as well as continuous planning and decision making process regarding parent involvement funds through district Title I meetings, activities, and workshops.

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.

Pineloch uses the Partners in Education program to attract and maintain community involvement. We enter into an alliance with the business in a way that supports higher student achievement. We have partner sponsored clubs (Robotics) and honor roll luncheons to encourage student achievement. Our volunteer partnership program brings in local community members that support instruction in the classroom through small group assistance, mentoring and by being members of our SAC. In return, partners benefit from advertisement and product placement at various school events.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Price, Stacey	Principal
Arbelaez-Willis, Danielle	Assistant Principal
Johnson, Alicia	Instructional Coach
Plowdeniz, Valerie	School Counselor
McPherson, Demetries	Instructional Coach
Delucia, Stephanie	Instructional Coach
Cooper, Amanda	Instructional Coach
Lopez Cruz, Pedro	Other
Neal, Tyrone	Dean
Dukes, Carla	Other

b. Duties

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

The role of our school-based leadership team members is to provide support for all classroom teachers and students. This team is comprised of administrators, resource teachers and coaches, along with teacher leaders on each grade level. Administration sets the vision for the problem-solving process including analyzing school data, classroom observation data, conducting data meetings, and implementation of standards based instruction. Coaches share expertise on instructional practices and select interventions in the assigned content area to target specific needs. Coaches support teachers by utilizing the coaching cycle and ensuring implementation of standards based instruction. The dean and other support staff conduct push in/pull out intervention, behavior support and monitoring of school safety.

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 discuss the needs of our students and examine all available resources weekly. The principal leads the team on a root-cause analysis problem solving activity. Then we look at all of the resources listed below and see how we can meet the needs of all of the students.

The MTSS Coach schedules monthly meetings to discuss student performance data and strategies, within the MTSS process. Instructional resource teachers and coaches, along with other teacher leaders, model, observe, and provide coaching for classroom teachers. Additional support is provided for students receiving Tier II and Tier III intervention through support facilitation, co-teaching, as well as, small group and individual pull-out models. Multiple data points and progress monitoring data are analyzed to determine effectiveness of action plan.

Funds from Title I, Part A, Title III, and Title X - Homeless, SAI, violence prevention programs, and nutrition programs will be spent on resources that support the Florida Continuous Improvement

Model. Support structures for implementation of this continuous improvement model will include:

Title I, Part A:

- * Instructional support personnel (resource teachers & instructional coaches).
- * Supplemental tutorial software annual fees
- * Substitute teacher costs for classroom teachers to attend common planning sessions and Lesson Study activities
- * Student agendas designed to support home to school communication
- * Parent Engagement Liaison (PEL) will provide resources for parents

Title III:

* Services are provided through the district for education materials and English Language Learner (ELL) district support services to improve the education of immigrant and ELL students. The school-based curriculum compliance teacher (CCT) provides services as requested by parents, teachers and the district.

Title X - Homeless:

* Our guidance counselor will serve as the homeless contact and assist families in need on an individual basis. The district Homeless Social Worker provides resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Parenting classes will be offered throughout the school year by a variety of staff members.

SAI:

* SAI funds pay for a portion of the salary for our Literacy Coach.

Violence Prevention Programs:

- * We adopted PBS (positive behavior support) management system on a school-wide basis this year.
- * Our MAGIC (Orange County Sheriff's Office) program will be used this year to provide students with the ability to make good decisions and avoid violence both in and out of school.
- * We developed a bullying/conflict resolution program to meet on an as needed basis.

Nutrition Programs:

* OCPS will send home monthly menus that include tips to show adults how to make healthy decisions when purchasing and preparing foods for their families. Students who are on campus after school for YMCA, tutoring, or in any clubs will receive supper.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Amanda Cooper	Teacher
Meltonia Presley	Education Support Employee
Munroe Carvel	Business/Community
Sabrina Ferrerio	Parent
Jean Bernard Antenor	Education Support Employee
Stacey Price	Principal

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC members reviewed the 2016-2017 school improvement plan. The goals, barriers, and strategies were discussed at scheduled meetings. The plan was viewed as a living document and as a result, SAC members provided feedback and adjustments to this plan were made throughout the year. Monitoring of the SIP was a collaborative effort between all stakeholders.

b. Development of this school improvement plan

The SAC met monthly to draft, review, and revise the 2016-2017 school improvement plan. SAC members contributed ideas and voted on proposed actionable items. The goals of the SIP are shared with staff, parents and stakeholders during the year. Monitoring of progress towards meeting the goals and expected outcomes are ongoing and shared during meetings. Grade level PLC's use the SIP goals during their common planning periods to ensure that we are keeping rigorous instruction in place.

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

The school's annual budget is created with input from SAC and FAC members. The plan includes various areas, such as professional development, computer purchases, and license renewals that support target SIP goals. The majority of the school budget is spent on personnel and other related costs.

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

The school improvement funds, TBD, will be used will be used to purchase the license for Renaissance Learning.

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
Price, Stacey	Principal
Plowdeniz, Valerie	School Counselor
Arbelaez-Willis, Danielle	Assistant Principal
Delucia, Stephanie	Instructional Coach
Johnson, Alicia	Other
Cooper, Amanda	Instructional Coach

b. Duties

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

The Literacy Leadership Team (LLT) promotes literacy across all grade levels and content areas and to increase the number of students reading at or above grade level. The LLT focuses on the implementation of the Florida State Standards using complex text and to close the achievement gap between all subgroups in the area of reading at each grade level. An emphasis is placed on the use of research-based practices including close reading strategies, higher order thinking questions, accountable talk and discussions. Members of the team develop a school-wide plan to promote literacy within the school and home. The LLT plans activities such as Accelerated Reader book challenge and incentives, character parades and literacy night to promote literacy within the school.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Pineloch creates a collaborative culture by functioning through professional learning communities. The leadership team and teachers engage in purposeful dialogue centered on student achievement. The initial step of all collaborations is creating norms that foster respect and allow for effective communication among members. Teachers are provided multiple opportunities for common planning, in which they work together in grade level teams to create standards based lessons for the grade at large, with support from coaches, and other resource teachers. A PLC form is completed during the meeting and uploaded for administrator to review. Notes help to ensure focused, collaborative planning on standards-based instruction. Professional developments allow for teachers to grow and share their expertise across grade levels, and to gain knowledge from the educational community at large.

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

When recruiting teachers, advertisements are used as well as a panel of teachers to interview potential teacher candidates, and select the best candidate for each position. Retention efforts are made through instructional support which includes professional learning communities, professional development, mentoring, and coaching. The goal is to provide our teachers with the resources needed to be highly effective.

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

New teachers are paired with experienced teachers (3 or more years), who have received an effective or highly effective rating on their overall observation. Every effort is made to match the new teacher with a mentor on the same grade level. The mentors meet with the new teachers as often as needed, providing support with classroom management, instructional strategies and/or learning the structure of district obligations. The new teachers complete two online Induction Portfolio courses within their first two years of teaching. Our school's Instructional Coach is responsible for assigning and overseeing the mentors and new teachers. The Instructional Coach hosts a first week meeting to introduce the beginning teacher criteria/expectations and hosts monthly meetings to discuss instructional strategies, teacher needs, and conduct professional development.

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.

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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 will identify those students, based on current data, who need intervention or enrichment. Using the data, the teachers will create groups for differentiated instruction throughout the day during literacy centers, intensive intervention instruction, and the extended hour reading block. The students will take a series of diagnostic tests on the computer and the placement of the students in various levels, based off of their individual performance, will be recorded and tracked. Then the differentiated lessons will begin on the computer and the teachers will use the data to modify lessons during the core subject area time that is outside of the computer lab time.

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: 4,200

The Academic Tutoring Services program (ATS) provides academic enrichment opportunities for low performing students in core subject areas. This program helps students meet state standards in core academic subjects, such as reading, mathematics, and science. Academic Tutoring Services will target those students who scored in the lowest 25% of FSA for reading and/or math.

Strategy Rationale

ATS will be used to provide enrichment based support to our students for core academic subjects. This program will give the students multiple exposures to the state standards that were previously addressed during the regular school day.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Johnson, Alicia, alicia.johnson@ocps.net

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

Students' progress will be monitored through the data provided by iReady. Additional data is collected through various formative assessments which are given during school hours. Data is then disaggregated to show the performance of students enrolled in ATS. Based upon students' performance, data will be used to provide additional support to students in the identified area as well as to make adjustments to instruction.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

We will conduct kindergarten classroom visits for our pre-k students and we will also provide pre-k classroom visits from our local day care providers. Our school is AVID certified, which embeds best practices throughout the day allowing all students to utilize organizational skills and develop student success skills. We create a belief that academic rigor is expected, possible, and attainable. Our students will successfully transition to the academic responsibilities and coursework of higher education, Our guidance counselor coordinates 5th grade visits to the nearest middle school and she also sets up middle school transitional meetings at our school with the 6th grade guidance and administrative staff and our 5th graders.

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.

Advancement Via Individual Determination (AVID) strategies are being embedded in 2nd-5th grade classrooms to reinforce study and organizational skills. Our school has created a culture that promotes college readiness. Staff members are encouraged to wear their college apparel

every Wednesday and display the name of their college and degree on a placard on their door. Each hallway in the building is named after a college or university.

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

AVID strategies are implemented in order for students to gain skills needed to become college and career ready. Students are taught note-taking strategies, critical thinking, and study skills. Students learn to use organizational tools, as well as learn and practice skills around time management and goal-setting.

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

Students are exposed to real world jobs during Teach-In.

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.

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To enhance collaborative planning for standards based instruction through the use of the Marzano Instructional Framework. (Division Priority #1: Accelerate Student Performance, Division Priority #2: Invest in Human Capital)

- G2.** Staff will provide a rigorous curriculum facilitated in collaborative planning, through content specific complex texts and standards-aligned tasks, and measured through formative assessments (Division Priority #2: Accelerate Student Performance).

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. To enhance collaborative planning for standards based instruction through the use of the Marzano Instructional Framework. (Division Priority #1: Accelerate Student Performance, Division Priority #2: Invest in Human Capital) 1a

G095062

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	

Targeted Barriers to Achieving the Goal 3

- Teachers lack an understanding of the correlation of the instruction of standards to the Marzano Instructional Framework.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Deconstructed Standards
- FLDOE Item Specifications
- Curriculum Resource Materials
- Journeys and Go Math Scope and Sequence
- District support team

Plan to Monitor Progress Toward G1. 8

Lesson plans, classroom instruction, and the instructional evaluation tool are closely monitored to ensure that we meet the goal.

Person Responsible

Stacey Price

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Increase in student achievement data, increase in iObservation data correlated to positive measurements on an effectiveness scale for teachers.

G2. Staff will provide a rigorous curriculum facilitated in collaborative planning, through content specific complex texts and standards-aligned tasks, and measured through formative assessments (Division Priority #2: Accelerate Student Performance). 1a

G095063

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	

Targeted Barriers to Achieving the Goal 3

- Teachers lack an understanding of analyzing and disaggregating data to drive instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Deconstructed Standards
- FLDOE Item Specifications
- Common Assessments
- District Support Team

Plan to Monitor Progress Toward G2. 8

Lesson plans, classroom instruction, and the instructional evaluation tool are closely monitored to ensure that we meet the goal.

Person Responsible

Stacey Price

Schedule

Weekly, from 9/25/2017 to 3/15/2018

Evidence of Completion

Increase in student achievement data, increase in iObservation data correlated to positive measurements on an effectiveness scale for teachers.

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. To enhance collaborative planning for standards based instruction through the use of the Marzano Instructional Framework. (Division Priority #1: Accelerate Student Performance, Division Priority #2: Invest in Human Capital) 1

G095062

G1.B1 Teachers lack an understanding of the correlation of the instruction of standards to the Marzano Instructional Framework. 2

B255868

G1.B1.S1 Through the refining of common planning and PLC's, teachers will understand the full intent of the standards and therefore be able to implement them in their classrooms. 4

S270435

Strategy Rationale

The refining of common planning and PLCs will allow teachers to dig deeper into the standard using the backwards design model with the support of the school-based leadership team.

Action Step 1 5

Teachers will utilize a standards based lesson plan template within a PLC which includes deconstruction of the standards, standards based instruction, and rigorous learning. The plan will guide teachers to list strategies for instruction, reteach, and enrichment, all aligned to teach to the full intent of the standard.

Person Responsible

Stacey Price

Schedule

Weekly, from 8/7/2017 to 5/30/2018

Evidence of Completion

Standards based lesson plan template

Action Step 2 5

Instructional coaches will attend the PLC meetings in order to coach the teachers in the deconstruction of standards and creating standards based, rigorous lessons.

Person Responsible

Stacey Price

Schedule

Weekly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Standards based lesson plan template and coaches notes

Action Step 3 5

Teachers will implement the lessons that are created during the PLC meetings.

Person Responsible

Stacey Price

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

Standards based lesson plan template, classroom walkthrough notes, iObservation data

Action Step 4 5

Teachers within a PLC will create standards based common assessments with instructional coach support.

Person Responsible

Stacey Price

Schedule

Weekly, from 8/7/2017 to 5/25/2018

Evidence of Completion

Common assessments and related data

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

The school-based leadership team will review the standards based lesson plan. The monitoring will occur during the PLC with a leadership team liaison present, as well as, the documents being shared on the school server.

Person Responsible

Stacey Price

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Standards based lesson plan template, classroom walkthrough notes, iObservation data

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

In PLCs teams will plan and implement instruction that demonstrates the full intent and depth of the standard.

Person Responsible

Stacey Price

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

Student achievement data, students' tests or work products

G1.B1.S2 Complete fidelity walkthroughs with timely and appropriate feedback for the teachers in regards to the implementation of standards-based instruction that meets both the full intent and depth of the standards. 4

 S270436

Strategy Rationale

Walkthroughs will be conducted to ensure teachers are teaching to the full intent of the standard. Teachers will be provided with support through planning, coaching and/or modeling of the essential standard.

Action Step 1 5

Use iObservation to complete classroom walkthroughs and give timely feedback to the teachers to increase teacher understanding of the full intent and depth of the standard.

Person Responsible

Stacey Price

Schedule

Every 3 Weeks, from 9/4/2017 to 5/30/2018

Evidence of Completion

iObservation data

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

The utilization and implementation of iObservation to complete classroom walkthroughs and give timely feedback to the teachers to increase teacher understanding of the full intent and depth of the standard.

Person Responsible

Stacey Price

Schedule

Every 3 Weeks, from 9/4/2017 to 5/1/2018

Evidence of Completion

iObservation data, coaching logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

During walkthroughs the school-based leadership team will observe instruction that meets the depth and full intent of the standards.

Person Responsible

Stacey Price

Schedule

Every 3 Weeks, from 8/14/2017 to 5/30/2018

Evidence of Completion

Student achievement data, iObservation instructional practice scores

G1.B1.S3 Special education teachers, general education teachers, and para professionals will be given an opportunity to collaborate so that there is cohesiveness on ways to support SWDs. 4

S270437

Strategy Rationale

By giving special education teachers, general education teachers, and paraprofessionals an opportunity to collaborate, this will give them an opportunity to ensure SWDs are getting the support needed in all learning environments.

Action Step 1 5

Within the PLC, teachers will discuss strategies, assessments, and standards/skills needed for SWDs to be successful in the classroom.

Person Responsible

Stacey Price

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PLC minutes/notes, agendas, sign-in

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

PLC minutes will be reviewed and monitored.

Person Responsible

Stacey Price

Schedule

Monthly, from 8/7/2017 to 5/30/2018

Evidence of Completion

Student achievement data for SWDs will increase.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Staffing specialist and/or administration will be present in the ESE PLC meetings to ensure the discussion is focused on ways to improve the knowledge of SWDs.

Person Responsible

Stacey Price

Schedule

Monthly, from 8/7/2017 to 5/30/2018

Evidence of Completion

PLC minutes, notes, student achievement data for SWDs

G2. Staff will provide a rigorous curriculum facilitated in collaborative planning, through content specific complex texts and standards-aligned tasks, and measured through formative assessments (Division Priority #2: Accelerate Student Performance). 1

G095063

G2.B1 Teachers lack an understanding of analyzing and disaggregating data to drive instruction. 2

B255869

G2.B1.S1 Biweekly data meetings will be held to review and analyze student assessment and performance data. 4

S270438

Strategy Rationale

The biweekly data meetings will give teachers and the leadership team the opportunity to look at data collaboratively to help determine the next step in instruction.

Action Step 1 5

Teachers will input their data into the spreadsheet. The teachers and leadership team will use the spreadsheets when analyzing and disaggregating data to determine the next steps in instruction to improve student achievement.

Person Responsible

Stacey Price

Schedule

Weekly, from 8/28/2017 to 5/30/2018

Evidence of Completion

Data spreadsheets

Action Step 2 5

The leadership team will train teachers how to interpret and analyze data.

Person Responsible

Danielle Arbelaez-Willis

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Intervention grouping and data spreadsheets

Action Step 3 5

Teachers will utilize data to make instructional adjustments and decisions to determine intervention and enrichment groups.

Person Responsible

Danielle Arbelaez-Willis

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Data spreadsheets

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

Data spreadsheets are monitored by the school-based leadership team. The monitoring will happen during the data meetings with a leadership team liaison present, as well as, the documents being shared on the school server.

Person Responsible

Danielle Arbelaez-Willis

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Data spreadsheets, data meeting agendas, lesson plans, classroom walkthrough notes, iObservation data

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

The planning and implementation of instruction that demonstrates the understanding of analyzed data.

Person Responsible

Danielle Arbelaez-Willis

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

Student achievement data

G2.B1.S2 Tutoring will be offered for struggling students (bottom 25%) and ELL students. 4

S270439

Strategy Rationale

The additional standards based instruction through tutoring will allow low performing and ELL students more opportunities to learn a skill and provide more opportunities for practice.

Action Step 1 5

Teachers will input their tutoring data into spreadsheets. The teachers and leadership team will use the spreadsheets when analyzing and disaggregating data to determine the next steps in tutoring to improve student achievement.

Person Responsible

Alicia Johnson

Schedule

Biweekly, from 9/25/2017 to 3/15/2018

Evidence of Completion

Data spreadsheets

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Data will be monitored to ensure student achievement data is improving.

Person Responsible

Alicia Johnson

Schedule

Biweekly, from 9/25/2017 to 3/15/2018

Evidence of Completion

Data spreadsheets, increase in student achievement data for students who are attending tutoring.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

The planning and implementation of instruction in tutoring that demonstrates the understanding of analyzed data.

Person Responsible

Stacey Price

Schedule

Monthly, from 9/25/2017 to 3/15/2018

Evidence of Completion

Student achievement data.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.MA1  M386908	Lesson plans, classroom instruction, and the instructional evaluation tool are closely monitored to...	Price, Stacey	9/25/2017	Increase in student achievement data, increase in iObservation data correlated to positive measurements on an effectiveness scale for teachers.	3/15/2018 weekly
G2.B1.S2.MA1  M386906	The planning and implementation of instruction in tutoring that demonstrates the understanding of...	Price, Stacey	9/25/2017	Student achievement data.	3/15/2018 monthly
G2.B1.S2.MA1  M386907	Data will be monitored to ensure student achievement data is improving.	Johnson, Alicia	9/25/2017	Data spreadsheets, increase in student achievement data for students who are attending tutoring.	3/15/2018 biweekly
G2.B1.S2.A1  A362079	Teachers will input their tutoring data into spreadsheets. The teachers and leadership team will...	Johnson, Alicia	9/25/2017	Data spreadsheets	3/15/2018 biweekly
G1.B1.S2.MA1  M386900	The utilization and implementation of iObservation to complete classroom walkthroughs and give...	Price, Stacey	9/4/2017	iObservation data, coaching logs	5/1/2018 every-3-weeks
G1.B1.S1.MA1  M386898	The school-based leadership team will review the standards based lesson plan. The monitoring will...	Price, Stacey	8/14/2017	Standards based lesson plan template, classroom walkthrough notes, iObservation data	5/25/2018 weekly
G1.B1.S1.A2  A362071	Instructional coaches will attend the PLC meetings in order to coach the teachers in the...	Price, Stacey	8/7/2017	Standards based lesson plan template and coaches notes	5/25/2018 weekly
G1.B1.S1.A4  A362073	Teachers within a PLC will create standards based common assessments with instructional coach...	Price, Stacey	8/7/2017	Common assessments and related data	5/25/2018 weekly
G2.B1.S1.MA1  M386905	Data spreadsheets are monitored by the school-based leadership team. The monitoring will happen...	Arbelaez-Willis, Danielle	8/14/2017	Data spreadsheets, data meeting agendas, lesson plans, classroom walkthrough notes, iObservation data	5/25/2018 weekly
G2.B1.S1.A2  A362077	The leadership team will train teachers how to interpret and analyze data.	Arbelaez-Willis, Danielle	8/14/2017	Intervention grouping and data spreadsheets	5/25/2018 weekly
G1.MA1  M386903	Lesson plans, classroom instruction, and the instructional evaluation tool are closely monitored to...	Price, Stacey	8/14/2017	Increase in student achievement data, increase in iObservation data correlated to positive measurements on an effectiveness scale for teachers.	5/30/2018 weekly
G1.B1.S1.MA1  M386897	In PLCs teams will plan and implement instruction that demonstrates the full intent and depth of...	Price, Stacey	8/14/2017	Student achievement data, students' tests or work products	5/30/2018 daily
G1.B1.S1.A1  A362070	Teachers will utilize a standards based lesson plan template within a PLC which includes...	Price, Stacey	8/7/2017	Standards based lesson plan template	5/30/2018 weekly
G1.B1.S1.A3  A362072	Teachers will implement the lessons that are created during the PLC meetings.	Price, Stacey	8/14/2017	Standards based lesson plan template, classroom walkthrough notes, iObservation data	5/30/2018 daily
G2.B1.S1.MA1  M386904	The planning and implementation of instruction that demonstrates the understanding of analyzed data.	Arbelaez-Willis, Danielle	8/14/2017	Student achievement data	5/30/2018 daily
G2.B1.S1.A1  A362076	Teachers will input their data into the spreadsheet. The teachers and leadership team will use the...	Price, Stacey	8/28/2017	Data spreadsheets	5/30/2018 weekly
G2.B1.S1.A3  A362078	Teachers will utilize data to make instructional adjustments and decisions to determine...	Arbelaez-Willis, Danielle	8/14/2017	Data spreadsheets	5/30/2018 weekly
G1.B1.S2.MA1  M386899	During walkthroughs the school-based leadership team will observe instruction that meets the depth...	Price, Stacey	8/14/2017	Student achievement data, iObservation instructional practice scores	5/30/2018 every-3-weeks

Orange - 0231 - Pineloch Elementary - 2017-18 SIP
Pineloch Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A1  A362074	Use iObservation to complete classroom walkthroughs and give timely feedback to the teachers to...	Price, Stacey	9/4/2017	iObservation data	5/30/2018 every-3-weeks
G1.B1.S3.MA1  M386901	Staffing specialist and/or administration will be present in the ESE PLC meetings to ensure the...	Price, Stacey	8/7/2017	PLC minutes, notes, student achievement data for SWDs	5/30/2018 monthly
G1.B1.S3.MA1  M386902	PLC minutes will be reviewed and monitored.	Price, Stacey	8/7/2017	Student achievement data for SWDs will increase.	5/30/2018 monthly
G1.B1.S3.A1  A362075	Within the PLC, teachers will discuss strategies, assessments, and standards/skills needed for SWDs...	Price, Stacey	8/14/2017	PLC minutes/notes, agendas, sign-in	5/30/2018 monthly

V. Professional Development Opportunities

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

G1. To enhance collaborative planning for standards based instruction through the use of the Marzano Instructional Framework. (Division Priority #1: Accelerate Student Performance, Division Priority #2: Invest in Human Capital)

G1.B1 Teachers lack an understanding of the correlation of the instruction of standards to the Marzano Instructional Framework.

G1.B1.S1 Through the refining of common planning and PLC's, teachers will understand the full intent of the standards and therefore be able to implement them in their classrooms.

PD Opportunity 1

Teachers will utilize a standards based lesson plan template within a PLC which includes deconstruction of the standards, standards based instruction, and rigorous learning. The plan will guide teachers to list strategies for instruction, reteach, and enrichment, all aligned to teach to the full intent of the standard.

Facilitator

Stephanie DeLucia, Amanda Cooper, and Demetries McPherson

Participants

All instructional personnel

Schedule

Weekly, from 8/7/2017 to 5/30/2018

G1.B1.S2 Complete fidelity walkthroughs with timely and appropriate feedback for the teachers in regards to the implementation of standards-based instruction that meets both the full intent and depth of the standards.

PD Opportunity 1

Use iObservation to complete classroom walkthroughs and give timely feedback to the teachers to increase teacher understanding of the full intent and depth of the standard.

Facilitator

Stacey Price

Participants

All instructional personnel

Schedule

Every 3 Weeks, from 9/4/2017 to 5/30/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will utilize a standards based lesson plan template within a PLC which includes deconstruction of the standards, standards based instruction, and rigorous learning. The plan will guide teachers to list strategies for instruction, reteach, and enrichment, all aligned to teach to the full intent of the standard.				\$7,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3376	140-Substitute Teachers	0231 - Pineloch Elementary	Title I, Part A		\$7,500.00
2	G1.B1.S1.A2	Instructional coaches will attend the PLC meetings in order to coach the teachers in the deconstruction of standards and creating standards based, rigorous lessons.				\$0.00
3	G1.B1.S1.A3	Teachers will implement the lessons that are created during the PLC meetings.				\$21,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		692-Computer Software Non-Capitalized	0231 - Pineloch Elementary	Title I, Part A		\$21,000.00
4	G1.B1.S1.A4	Teachers within a PLC will create standards based common assessments with instructional coach support.				\$0.00
5	G1.B1.S2.A1	Use iObservation to complete classroom walkthroughs and give timely feedback to the teachers to increase teacher understanding of the full intent and depth of the standard.				\$0.00
6	G1.B1.S3.A1	Within the PLC, teachers will discuss strategies, assessments, and standards/skills needed for SWDs to be successful in the classroom.				\$0.00
7	G2.B1.S1.A1	Teachers will input their data into the spreadsheet. The teachers and leadership team will use the spreadsheets when analyzing and disaggregating data to determine the next steps in instruction to improve student achievement.				\$21,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3336	500-Materials and Supplies	0231 - Pineloch Elementary	Other Federal		\$6,500.00
			<i>Notes: Supplemental resources for ELA</i>			
	3336	500-Materials and Supplies	0231 - Pineloch Elementary	Title I, Part A		\$14,800.00
			<i>Notes: Supplemental resources for math</i>			
8	G2.B1.S1.A2	The leadership team will train teachers how to interpret and analyze data.				\$0.00
9	G2.B1.S1.A3	Teachers will utilize data to make instructional adjustments and decisions to determine intervention and enrichment groups.				\$0.00

10	G2.B1.S2.A1	Teachers will input their tutoring data into spreadsheets. The teachers and leadership team will use the spreadsheets when analyzing and disaggregating data to determine the next steps in tutoring to improve student achievement.	\$0.00
Total:			\$49,800.00