

Orange County Public Schools

Pinar Elementary



2017-18 Schoolwide Improvement Plan

Pinar Elementary

3701 ANTHONY LN, Orlando, FL 32822

<https://pinares.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	90%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan 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 Pinar 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.

Teachers and staff participate in a variety of training opportunities offered by Orange County Public Schools to increase cultural awareness and better understand the needs of students from diverse backgrounds. Teachers use classroom meetings and participate in after school events to promote positive relationships with their students and families. Pinar ES offers after school activities such as National Elementary Honor Society, Garden Club, and Book Clubs, where students and staff members have additional opportunities to build relationships outside of the classroom. Additionally, PTA sponsors evening events which allow for staff, students and families to build relationships outside of the school day.

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

Pinar ES has a Positive Behavior Support (PBS) Committee which focuses on school rules, procedures and positive behavioral support. This committee develops and refines rules and procedures to maintain order and create a safe working and learning environment. School and classroom routines and procedures are addressed in class by the teachers. Behavior and discipline data is analyzed by the PBS Committee to determine trends and to identify areas of concern.

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.

Pinar ES uses Positive Behavior Support (PBS). The PBS Committee has developed school-wide expectations and a school-wide management system. All teachers and staff are trained and expected to teach and reinforce these expectations. Teachers hold regular class meetings to create a safe learning environment focused on academic success.

Grade level teams created team specific behavior plans that reflect our school-wide expectations and monitoring system. The plan is as follows:

Expectations:

P- Prepared

I- Independent

R-Responsible and Respectful

A-Achievers

T-Trustworthy
E-Engaged
S-Soaring toward Success

Monitoring the ladder system within the classroom:

1. Purple = fabulous
2. Blue = great
3. Green = good
4. Orange = warning
5. Red = think time

This monitoring system works like a ladder. Students can move up or down the system at any time as dictated by their behavior choices. All students start every day at GREEN – GOOD START.

Procedures:

1. Verbal Reminder-Stays on green
2. Warning-Moves to orange
3. Time out (within the classroom) for 5 minutes (K-1 = 2 minutes) -Stays on orange
4. Time out (within the classroom) for 10 minutes (K-1 = 4 minutes)-Stays on orange
5. Think & Rethink (copy sent home to be signed by parent)-Moves to red

Rewards:

Rewards for making positive choices will be coordinated by the classroom teachers. School-wide incentives are also in place for students who make positive choices.

PBS Incentives:

- Pirate Points
- School Store

Students who need additional support receive weekly social skills lessons and are placed on individualized behavior support plans.

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 Pinar ES staff offers social-emotional skills classes to small groups of children during the school day. Character education instruction is provided by the Media Specialist and support staff. The certified counselor makes referrals to public and private counseling agencies. A social worker is available to all students and is able to offer referrals to variety of social service providers. These services include, mental health counseling, a food and shelter outreach, and parenting programs.

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.

Early warning indicators are tracked and monitored by members of the leadership team. Discipline data is monitored on a monthly basis by the dean and the positive behavior support committee. Attendance is monitored by the registrar on a regular basis. When a student has reached ten days of excused and or unexcused absences, an attendance meeting is scheduled with the student and the parent. Students who are not performing on grade level are monitored by teachers and the leadership team. They are placed in the proper intervention group, offered tutoring opportunities and monitored regularly. The early warning indicators include:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school

suspension

-One or more suspensions, whether in school or out of school

-Course failure in English Language Arts or Mathematics

-A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	16	13	12	16	11	7	0	0	0	0	0	0	0	75
One or more suspensions	1	0	0	2	1	2	0	0	0	0	0	0	0	6
Course failure in ELA or Math	11	9	0	8	0	19	0	0	0	0	0	0	0	47
Level 1 on statewide assessment	0	0	0	21	23	23	0	0	0	0	0	0	0	67

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	1	2	0	12	10	17	0	0	0	0	0	0	0	42

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

Students who are identified by the early warning system are provided interventions in order to aid in improving their academic performance. For students who struggle with attendance, intervention meetings are held with the parents and an administrator to discuss and determine strategies to improve attendance rates. Students in grades three through five who are not performing at grade level as indicated by ELA and Math state/school assessments are offered before school and Saturday tutoring opportunities to provide additional assistance. During the instructional day, identified students receive intensive reading intervention and data is collected to track student success. Parent meetings are held to ensure school and parent partnerships for the success of students. Students who have more than one suspension are put on an individualized behavior plan that addresses the specific concern and data is monitored for improvement.

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The Title I Parental Engagement Liaison (PEL) works to identify and renew community partnerships each year. The Partners in Education Program is utilized to establish and maintain relationships with local businesses and community members. Mutual support is provided and the school is able to expand its resources to better serve the students and staff. Once partnerships are established, businesses are invited to community events and are able to volunteer and/or donate resources to the school. Through the program, the school is able to successfully hold community events and offer additional resources to parents in efforts to increase student achievement.

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
Harold Gladden, Joscelyn	Principal
Green, Adrian	Other
Williams, Ranell	Dean
Gangwisch, Mary	Other
Vasilisin, Jessica	Instructional Coach
Sales, Kathleen	Other
Hamilton, Melinda	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 leadership team consists of:

- Principal
- The principal oversees the total school operation.
- Resource Teacher (Curriculum/Testing/Science)
- The curriculum resource teacher (Curriculum/Testing/Science) serves as the contact for all state and district assessments, facilitates the implementation and monitoring of core science instruction, Title 1 compliance, textbook manager, shares the position of instructional coach, and also oversees the school-wide PLC meetings.
- Resource Teacher (Math/Behavior Support)
- The resource teacher (behavior support) facilitates the implementation and monitoring of core math instruction and serves as the point of contact for all student awards and recognition.
- Resource Teacher (ELL/Instructional Support)
- Resource Teacher (ELL/Instructional Support) monitors ELL compliance.
- Staffing Specialist

-The Staffing Specialist facilitates and monitors Tier III intervention and coordinates and monitors the tutoring program under the supervision of the principal. The Staffing Specialist also monitors compliance with all ESE documentation, and also works in partnership with local churches, the school social worker and SEDNET.

-MTSS Coach/VE Teacher

-The MTSS Coach facilitates and monitors Tier II and Tier III intervention instruction.

-Resource Teacher (ELA)

-The ELA resource teacher facilitates the implementation and monitoring of core ELA instruction, serves as a member of the District Professional Learning Community (DPLC), i-Ready champion, shares the position of instructional coach, and also oversees the school-wide PLC meetings.

Weekly leadership PLC meetings are scheduled to stay informed and collaborate on problem-solving techniques for school-wide concerns. The leadership team works together to facilitate the MTSS process with teachers. The focus is on all students. The team assists struggling students and regularly monitors student progress. Other staff members and the school psychologist join the MTSS team, as needed, based on the individual needs of the student(s) and or teacher. By involving other staff members with different areas of expertise, the MTSS team is able to improve the behavioral and academic success of our students through the analysis of student data in all subgroups. This team consistently reviews and monitors students' enrichment and intervention plans to determine their efficacy and adjust plans as needed. Parents are invited to attend MTSS team meetings as they are a valued member of the MTSS team.

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 role of the school-based leadership team, in the development of the school improvement plan, is to provide input utilizing data from the 2016-2017 school year to develop our annual goals and strategies, monitor progress of the strategies and provide instructional support to teachers in the implementation of best instructional practices, interventions, MTSS, data-analysis and on-going progress monitoring. The leadership team met with the School Advisory Council (SAC) and principal to assist in developing the SIP. The team provided data on Tier I, II, and III targets, academic and social/emotional areas that needed to be addressed, helped set clear expectations for instruction (rigor, relevance, relationship), facilitated the development of a systemic approach to teaching (gradual release, essential questions, activating strategies, teaching strategies, extending, refining, and summarizing) and aligned processes and procedures.

Pinar Elementary School's MTSS Leadership Team functions as follows:

Step 1: Initial data is gathered at the beginning of the school year and is used to identify MTSS Tiers for all students. Tier I data is discussed in grade level team data meetings. Students who are not progressing will be identified for Tier I instruction and may later be identified for Tier 3 instruction.

Step 2: Follow-up MTSS meetings are held with the school-wide team every 3 weeks until student learning is evident with consistent data.

Step 3: The grade level contact schedules an initial meeting with the grade level team and their leadership team representative.

Step 4: The classroom teacher implements interventions as identified during the initial meeting and progress monitors weekly for at least 3 weeks.

Step 5: The grade level contact forwards the initial MTSS meeting information to our school's MTSS contact so a follow-up MTSS meeting with the school-based leadership team can be scheduled within 3 weeks of the initial meeting.

Step 6: The school-based MTSS leadership team conducts a follow-up meeting with the teacher and the grade level team using the Problem Solving Process.

1. Identify the problem.
2. Why is the problem occurring?
3. What are we going to do about it?
4. Implement the intervention.
5. Analyze the effectiveness of the intervention.

Step 7: Interventions continue to be implemented and learning is monitored weekly. Continue to hold follow-up MTSS meetings with school-wide team every 3 weeks until student learning is evident with consistent data.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Joscelyn Harold Gladden	Principal
Marilyn Galindo	Parent
Alexida Pagan	Parent
Jose Colon	Business/Community
Alex Matos	Parent
Sara Enos	Teacher
Marie Fuentes	Parent

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 met to review the 2016-2017 school improvement plan as well as assessment data to identify areas of strength and areas where the school needs additional focus and resources.

b. Development of this school improvement plan

SAC meetings were held during the 2016-2017 school year. Meetings included evaluation of the SIP implementation and input on the creation of the 2017-2018 SIP including, but not limited to, school and community surveys.

The SAC met on September 5, 2017 to discuss roles of SAC and provide input on the draft of the 2017-2018 SIP.

The SAC met to review the 2017-2018 school improvement plan as well as assessment data to identify areas of strength and areas where the school needs additional focus and resources.

The SAC meets regularly to discuss the school's progress toward achieving the goals addressed in the School Improvement Plan and makes adjustments throughout the year that are then compiled and used to create the current SIP.

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

The general and Title I budgets, specifically the funds to which SAC gives input, are reviewed with SAC throughout the school year.

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

Funds are used to support the school improvement plan. Proposals are made during the year and voted on at SAC meetings. The funds used during the 2016-17 school year were used for school-wide recognition of academic gains for a total of \$284.10.

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.

SAC vote in September will finalize roster and bylaws. Members of the 2014-15 SAC met in conjunction with new volunteers on September 1, 2015. SIP draft was reviewed, parent survey results, SAC bylaws and SAC roles and responsibilities; however the roster will not be finalized until stakeholders have the opportunity to vote on the new committee members.

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
Harold Gladden, Joscelyn	Principal
Williams, Ranell	Teacher, K-12
Gould, Carolyn	Teacher, ESE
Vasilisin, Jessica	Instructional Coach
Wyatt, Kourtni	Teacher, K-12
Moreira, Zenya	Teacher, K-12
Rhodes, Lauren	Teacher, K-12

b. Duties

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

The LLT and the District PLC will collaborate to implement and monitor close reading strategies with a focus on raising student reading proficiency levels. The LLT will also help students see themselves as successful readers, growing in confidence and competence by setting goals to increase literacy

achievement, and promote school-wide literacy through activities and events. Students are encouraged to engage in independent reading daily and take Accelerated Reader quizzes. Students are participating in book clubs and a team will be identified to participate in Southeast Learning Community's Battle of the Books competition. The LLT is instrumental in planning literacy events and Scholastic Book Fairs. The LLT also gives input on books to purchase for the Media Center.

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.

Teachers are grouped by grade level to participate in professional learning communities. Time is dedicated each week to common planning where teachers collaborate with their grade level team to create common assessments, standards mastery outcome scales, and standard-based lessons incorporating best practices. Teachers are given the opportunity to observe their peers to increase pedagogical knowledge. Additional time is provided for collaboration focused on data analysis, problem solving and instructional decisions.

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

1. Hire highly qualified teachers based on certification and degree
2. Provide ongoing differentiated staff development
3. Schedule regular meetings for new teachers facilitated by the instructional coaches
4. Partner new teachers with veteran teachers
5. Provide coaching support
6. Facilitate collaborative planning
7. Create professional learning communities
8. Build capacity and provide growth opportunities for effective teachers

The principal is ultimately responsible for this area with the support of the resource teachers.

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

School resource teachers are working side-by-side with new staff members. Monthly meetings are held to provide support for new teachers and mentors are assigned as needed. Teacher observations and student achievement data are used to identify professional development needs.

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.

Core instructional programs and materials are aligned to the Florida Standards by using only the OCPS scope and sequence, Curriculum Resource Materials (CRMs), and district adopted materials for all classroom instruction. Instructional staff members and administration are familiar with the Florida standards and are able to access them along with resource materials to support instruction from the State Department of Education's website. Ongoing professional development is provided in

order to assist staff in the process of analyzing materials and resources to ensure they meet all requirements and align with the Florida Standards Assessment (FSA).

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.

Pinar ES utilizes a problem-solving approach. Students' prior year data, current baseline data and current diagnostic assessment data is triangulated to identify students who are at risk, on target or in need of enrichment opportunities. This data is then used to formulate instructional plans. All students receive access to core instruction. If needed, at risk students are provided scaffolding and additional instructional support. A thirty minute block of time is provided daily. During this time, at risk students receive targeted intervention to close the achievement gap, on target students receive instruction with a focus on maintaining and increasing academic strengths and the above target students receive enrichment through project-based instruction such as STEM. All classrooms incorporate best practices, ELL and ESE strategies. Data is reviewed and instructional plans are monitored and adjusted as needed based on the new data.

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: Before School Program

Minutes added to school year: 6,000

Before school tutoring consists of teacher led small groups that are focused on specific ELA and math standards. Student groupings are fluid based on bi-weekly data reviews and used to close the gaps in learning for Level 1 and 2 students as well as targeted fragile learners.

Strategy Rationale

Providing additional support in a smaller class setting allows teachers to focus on the missing skills to close the achievement gap. Students who attend tutoring outside of the school day benefit by missing no core instructional time.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gangwisch, Mary, mary.gangwisch@ocps.net

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

Data is triangulated through formative assessments (Core) and bi-weekly progress monitoring (skill specific interventions).

Strategy: Weekend Program

Minutes added to school year: 3,240

Saturday tutoring consists of teacher led small groups that are focused on specific ELA and math standards. Student achievement data is used to identify students with a focus on closing achievement gaps for Level 1 and 2 students.

Strategy Rationale

Students will engage in instruction using the CRMs in a smaller class setting allowing teachers to focus on the missing skills to close the achievement gap. Students who attend tutoring outside of the school day benefit by missing no core instructional time.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Green, Adrian, adrian.green@ocps.net

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

Data is triangulated through formative assessments (Core) and bi-weekly progress monitoring (skill specific interventions).

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.

Kindergarten registration information is distributed starting in April. It is also made available on our school website, electronic newsletter, district website and local media. When parents register, they are provided kindergarten readiness information. Kindergarten teachers make individual appointments with parents and students assigned to their class to familiarize them with the classroom and the teacher. Kindergarten teachers administer FLKRS within the first 30 days of the school year. Within the first two weeks of school, kindergarten is given extra support for embedding daily routines and procedures. A kindergarten celebration is scheduled at the end of kindergarten and parents are invited to attend to celebrate the students' accomplishments and receive an overview of first grade.

Pinar coordinates school visits with the receiving middle schools for our rising sixth grade students. Informational sessions are provided for parents to assist with a smooth transition.

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.

Pinar implements strategies similar to AVID and Destination College to increase student engagement and promote academic and career planning. We use student-led conferences and goal-setting to

empower students to track their own progress and take ownership of their academic goals. Instruction is differentiated during small group time to meet educational needs and decrease achievement gaps.

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

Through implementation of the Florida State Standards, we are preparing students for college and career. We plan cross-curricular lessons that integrate social studies and STEM and are working to incorporate 21st century learning skills and projects that help students make connections to real world experiences.

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

STEM inquiry investigations and experiments occur within the academic instruction to provide hands-on experience with science, math, engineering, and technology integration and problem solving in real world situations. Virtual manipulatives and science labs are used to expose students to technical alternatives for problem solving. In addition, we are utilizing computer-based intervention and motivation programs such as i-Ready and Accelerated Reader to raise academic achievement levels and increase student motivation.

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.

The strategies implemented at Pinar for improving student readiness include formative and summative assessments, intensive interventions, and strategic fluid instructional groups. Beginning of the year diagnostic assessments provided through i-Ready, along with FSA data, in fourth and fifth grades, will be used to identify deficiencies. Teachers will form fluid and strategic intervention groups to provide remediation and enrichment support starting in September and continue throughout the school year to increase reading and math proficiency to prepare students for on-grade level or above level coursework in their academic career. In addition, STEM activities are embedded in the instruction to provide real world problem solving integration and prepare 21st century learners for future academics in science, math, engineering, or technology fields. Besides strategies for instruction, recognition strategies are in place to honor academic achievement and motivate student goal setting. The quarterly honor roll award ceremonies recognize academic achievement for second through fifth grade students earning A and B letter grades. The Sunshine State Reader incentive program recognizes students who read all of the Sunshine State books and earn high scores on the Accelerated Reader assessment for each book. This program is designed to promote independent reading goals.

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.** Pinar Elementary will increase parental engagement in the school and increase communication with Non-English speaking parents. (Division Priority #1 Increase parental engagement to accelerate student performance)

- G2.** Pinar Elementary will increase student achievement and teacher pedagogy as a result of teacher participation in collaborative lesson planning focused on rigorous standards-based instruction. (Division Priority #2: Investing in Human Capital)

- G3.** Pinar Elementary will increase student achievement as a result of teacher proficiency in implementing the new Streamlined Instructional Framework. (Division Priority #1: 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. Pinar Elementary will increase parental engagement in the school and increase communication with Non-English speaking parents. (Division Priority #1 Increase parental engagement to accelerate student performance) 1a

G095105

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - ELL	31.0
FSA Math Achievement - ELL	58.0

Targeted Barriers to Achieving the Goal 3

- Parental attendance at school events has been historically low.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Connect Orange messages in English and Spanish, Electronic Newsletter, Title I Parental Engagement Liaison (PEL) provides translation as needed. The PEL also supports and promotes parental engagement events.

Plan to Monitor Progress Toward G1. 8

We will monitor the Title I Parental Engagement Plan and ensure that events are aligned to the rubric. Data will be collected through sign-in sheets and parent feedback.

Person Responsible

Ranell Williams

Schedule

Monthly, from 7/17/2017 to 6/8/2018

Evidence of Completion

Title I Parental Engagement Plan, Documentation submitted to Title I, Sign-In Sheets, Flyers, Agendas, informal surveys

G2. Pinar Elementary will increase student achievement and teacher pedagogy as a result of teacher participation in collaborative lesson planning focused on rigorous standards-based instruction. (Division Priority #2: Investing in Human Capital) 1a

G095106

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
FSA Mathematics Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Teachers are not fluent in using the new Curriculum Resource Materials (CRMs).

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resources include the coaching cycle to support teachers in lesson planning, instructional rounds, classroom observation data (iObservation), test item specifications, Curriculum Resource Materials (CRMs), and district and school professional development sessions.

Plan to Monitor Progress Toward G2. 8

Formative assessment and i-Ready data, lesson plans and classroom observation data will be collected and reviewed throughout the school year.

Person Responsible

Jessica Vasilisin

Schedule

Monthly, from 7/25/2017 to 6/8/2018

Evidence of Completion

Formative assessment and i-Ready data will be collected and reviewed for student mastery of the standards. Lesson plans will be collected and reviewed for appropriate lesson sequence and level of rigor, and classroom observation data will be reviewed to monitor the effectiveness of instruction.

G3. Pinar Elementary will increase student achievement as a result of teacher proficiency in implementing the new Streamlined Instructional Framework. (Division Priority #1: Accelerate Student Performance) 1a

G095107

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	67.0
ELA/Reading Lowest 25% Gains	65.0
Math Gains	78.0
Math Lowest 25% Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Limited proficiency in the application of the new Streamlined Instructional Framework to support rigorous instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development sessions, iObservation reference library and protocols, Streamlined Instructional Framework Learning Map, Marzano and Kagan resources.

Plan to Monitor Progress Toward G3. 8

On-going progress monitoring data will be reviewed and analyzed to determine progress toward mastery of the standards.

Person Responsible

Joscelyn Harold Gladden

Schedule

Biweekly, from 9/19/2016 to 5/10/2017

Evidence of Completion

i-Ready ELA and math reports, school data analysis dis-aggregated by grade and class, and formative assessment data.

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. Pinar Elementary will increase parental engagement in the school and increase communication with Non-English speaking parents. (Division Priority #1 Increase parental engagement to accelerate student performance) **1**

G095105

G1.B2 Parental attendance at school events has been historically low. **2**

B255966

G1.B2.S1 Language translation will be provided at parent workshops, events, and meetings, and written documents are distributed in English and Spanish. **4**

S270542

Strategy Rationale

Parents will be more likely to attend events at the school if they are able to understand the presented information and participate in their native language. Increasing parental engagement at curriculum related events will positively impact student achievement.

Action Step 1 **5**

Pinar Elementary will use the Title I Parental Engagement Liaison (PEL) to establish positive relationships with parents, bridge communication gaps due to language, and work to increase parental engagement in the school.

Person Responsible

Joscelyn Harold Gladden

Schedule

Monthly, from 7/5/2017 to 6/29/2018

Evidence of Completion

Event Flyers, Sign-In Sheets, Connect Orange Documentation, Meeting Agendas, AdvancED survey results.

Action Step 2 **5**

Pinar is implementing a weekly electronic newsletter to share information with parents and community members.

Person Responsible

Joscelyn Harold Gladden

Schedule

Monthly, from 8/14/2017 to 6/29/2018

Evidence of Completion

Newsletter samples, and send/receive documentation

Action Step 3 5

Parents will be invited to a variety of curriculum workshops and school events attendance will be documented.

Person Responsible

Adrian Green

Schedule

Monthly, from 7/17/2017 to 6/29/2018

Evidence of Completion

Event Flyers, Newsletter, EPI-Calendar, Sign-In Sheets

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

Events will be prioritized to meet the needs of our families with a focus on positively impacting student achievement.

Person Responsible

Ranell Williams

Schedule

Monthly, from 8/7/2017 to 6/29/2018

Evidence of Completion

Parental Engagement Rubric, Agendas, Flyers, and Sign-In Sheets

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

Parental engagement attendance will increase as a result of language support opportunities.

Person Responsible

Ranell Williams

Schedule

Monthly, from 7/17/2017 to 6/8/2018

Evidence of Completion

Attendance Sheets, AdvancED survey results, samples of translated Flyers

G2. Pinar Elementary will increase student achievement and teacher pedagogy as a result of teacher participation in collaborative lesson planning focused on rigorous standards-based instruction. (Division Priority #2: Investing in Human Capital) 1

G095106

G2.B1 Teachers are not fluent in using the new Curriculum Resource Materials (CRMs). 2

B255967

G2.B1.S1 Grade level teams participate in collaborative lesson planning sessions facilitated by Leadership Team members. 4

S270543

Strategy Rationale

Facilitated collaborative planning sessions provide support in developing standards-aligned instruction and builds teacher capacity in delivering rigorous lessons using the CRMs.

Action Step 1 5

A schedule for collaborative planning will be created.

Person Responsible

Joscelyn Harold Gladden

Schedule

On 7/25/2017

Evidence of Completion

Finalized collaborative planning schedule

Action Step 2 5

Professional development will be provided on designated school-based training days.

Person Responsible

Adrian Green

Schedule

Monthly, from 7/25/2017 to 6/8/2018

Evidence of Completion

Agendas, handouts, sign-in sheets

Action Step 3 5

Grade level teams will collaborate with Leadership Team members to develop and analyze learning goals, daily targets and student outcomes.

Person Responsible

Adrian Green

Schedule

Daily, from 7/25/2017 to 6/8/2018

Evidence of Completion

Sign-in sheets, Instructional Focus Calendars (IFCs), Posted Common Board configuration, and formative assessments

Action Step 4 5

Teachers will be selected to participate in the District Professional Learning Community (DPLC).

Person Responsible

Joscelyn Harold Gladden

Schedule

On 8/18/2017

Evidence of Completion

Action Step 5 5

The school-based DPLC team will attend the DPLC training sessions, facilitate professional development of the DPLC Close Reading strategies, monitor the classroom implementation, and the impact on student achievement.

Person Responsible

Schedule

Monthly, from 9/1/2017 to 6/8/2018

Evidence of Completion

We will participate in the Canvas discussion board and upload evidence of training and implementation of Close Reading strategies.

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

Lesson plans and formative assessments will be reviewed to ensure alignment to the standards.

Person Responsible

Adrian Green

Schedule

Biweekly, from 7/25/2017 to 6/8/2018

Evidence of Completion

Lesson plans, lesson plan feedback forms, student outcome data

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

Teachers will demonstrate increased ability to develop and implement rigorous standards-aligned instruction and student outcomes.

Person Responsible

Adrian Green

Schedule

Weekly, from 7/25/2017 to 6/8/2018

Evidence of Completion

Student achievement data (i-Ready, exit slips, FSA)

G3. Pinar Elementary will increase student achievement as a result of teacher proficiency in implementing the new Streamlined Instructional Framework. (Division Priority #1: Accelerate Student Performance) **1**

 G095107

G3.B1 Limited proficiency in the application of the new Streamlined Instructional Framework to support rigorous instruction **2**

 B255971

G3.B1.S3 Leadership Team members will provide ongoing support in implementing effective instructional and student engagement strategies. **4**

 S270549

Strategy Rationale

Supporting teachers in the implementation of effective instructional and student engagement strategies will result in increased teacher collaboration to try new strategies that are not currently in their repertoire of instructional delivery.

Action Step 1 **5**

Analyze prior year iObservation and student achievement data

Person Responsible

Joscelyn Harold Gladden

Schedule

Daily, from 9/5/2017 to 9/29/2017

Evidence of Completion

Survey and results

Action Step 2 **5**

Professional development on the application and execution of the new Streamlined Instructional Framework will be provided. This will include differentiated trainings for new teachers.

Person Responsible

Adrian Green

Schedule

Monthly, from 8/7/2017 to 6/8/2018

Evidence of Completion

Agendas, handouts, sign-in sheets

Action Step 3 5

Provide coaching and descriptive feedback on the implementation of the new Streamlined Instructional Framework relevant to planning and executing lessons.

Person Responsible

Jessica Vasilisin

Schedule

Weekly, from 8/22/2017 to 6/8/2018

Evidence of Completion

PLC notes, observation reports, coaching schedule, observation schedule

Action Step 4 5

Monitor PLCs to determine effectiveness of implementation and identify needs.

Person Responsible

Adrian Green

Schedule

Monthly, from 9/25/2017 to 6/8/2018

Evidence of Completion

MTSS notes

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Create and update the professional development calendar to support teacher needs.

Person Responsible

Jessica Vasilisin

Schedule

Quarterly, from 8/7/2017 to 6/8/2018

Evidence of Completion

The professional development calendar indicating when the training was provided and the agenda, handouts and sign-in sheet indicating content.

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Monitor the implementation of instructional strategies including the DPLC close reading and student engagement strategies along with student achievement data to support the implementation of the new Streamlined Instructional Framework.

Person Responsible

Jessica Vasilisin

Schedule

Weekly, from 9/12/2017 to 6/30/2018

Evidence of Completion

iObservation data, i-Ready reading and math passing rates, and formative assessment data

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Review lesson plans and provide feedback and support to teachers, analyze classroom observation and student achievement data.

Person Responsible

Jessica Vasilisin

Schedule

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

Evidence of Completion

iObservation data, Coaching Logs, and Lesson Plan Feedback forms

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					
G3.MA1 M387172	On-going progress monitoring data will be reviewed and analyzed to determine progress toward...	Harold Gladden, Joscelyn	9/19/2016	i-Ready ELA and math reports, school data analysis dis-aggregated by grade and class, and formative assessment data.	5/10/2017 biweekly
G3.B1.S3.MA1 M387169	Review lesson plans and provide feedback and support to teachers, analyze classroom observation and...	Vasilisin, Jessica	9/12/2016	iObservation data, Coaching Logs, and Lesson Plan Feedback forms	5/26/2017 monthly
G2.B1.S1.A1 A362329	A schedule for collaborative planning will be created.	Harold Gladden, Joscelyn	7/25/2017	Finalized collaborative planning schedule	7/25/2017 one-time
G2.B1.S1.A4 A362332	Teachers will be selected to participate in the District Professional Learning Community (DPLC).	Harold Gladden, Joscelyn	8/7/2017		8/18/2017 one-time
G3.B1.S3.A1 A362339	Analyze prior year iObservation and student achievement data	Harold Gladden, Joscelyn	9/5/2017	Survey and results	9/29/2017 daily
G1.MA1 M387162	We will monitor the Title I Parental Engagement Plan and ensure that events are aligned to the...	Williams, Ranell	7/17/2017	Title I Parental Engagement Plan, Documentation submitted to Title I, Sign-In Sheets, Flyers, Agendas, informal surveys	6/8/2018 monthly
G2.MA1 M387168	Formative assessment and i-Ready data, lesson plans and classroom observation data will be...	Vasilisin, Jessica	7/25/2017	Formative assessment and i-Ready data will be collected and reviewed for student mastery of the standards. Lesson plans will be collected and reviewed for appropriate lesson sequence and level of rigor, and classroom observation data will be reviewed to monitor the effectiveness of instruction.	6/8/2018 monthly
G1.B2.S1.MA1 M387160	Parental engagement attendance will increase as a result of language support opportunities.	Williams, Ranell	7/17/2017	Attendance Sheets, AdvancED survey results, samples of translated Flyers	6/8/2018 monthly
G2.B1.S1.MA1 M387163	Teachers will demonstrate increased ability to develop and implement rigorous standards-aligned...	Green, Adrian	7/25/2017	Student achievement data (i-Ready, exit slips, FSA)	6/8/2018 weekly
G2.B1.S1.MA1 M387164	Lesson plans and formative assessments will be reviewed to ensure alignment to the standards.	Green, Adrian	7/25/2017	Lesson plans, lesson plan feedback forms, student outcome data	6/8/2018 biweekly
G2.B1.S1.A2 A362330	Professional development will be provided on designated school-based training days.	Green, Adrian	7/25/2017	Agendas, handouts, sign-in sheets	6/8/2018 monthly
G2.B1.S1.A3 A362331	Grade level teams will collaborate with Leadership Team members to develop and analyze learning...	Green, Adrian	7/25/2017	Sign-in sheets, Instructional Focus Calendars (IFCs), Posted Common Board configuration, and formative assessments	6/8/2018 daily
G2.B1.S1.A5 A362333	The school-based DPLC team will attend the DPLC training sessions, facilitate professional...		9/1/2017	We will participate in the Canvas discussion board and upload evidence of training and implementation of Close Reading strategies.	6/8/2018 monthly
G3.B1.S3.MA1 M387170	Create and update the professional development calendar to support teacher needs.	Vasilisin, Jessica	8/7/2017	The professional development calendar indicating when the training was provided and the agenda, handouts and sign-in sheet indicating content.	6/8/2018 quarterly
G3.B1.S3.A2 A362340	Professional development on the application and execution of the new Streamlined Instructional...	Green, Adrian	8/7/2017	Agendas, handouts, sign-in sheets	6/8/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S3.A3 A362341	Provide coaching and descriptive feedback on the implementation of the new Streamlined...	Vasilisin, Jessica	8/22/2017	PLC notes, observation reports, coaching schedule, observation schedule	6/8/2018 weekly
G3.B1.S3.A4 A362342	Monitor PLCs to determine effectiveness of implementation and identify needs.	Green, Adrian	9/25/2017	MTSS notes	6/8/2018 monthly
G1.B2.S1.MA1 M387161	Events will be prioritized to meet the needs of our families with a focus on positively impacting...	Williams, Ranell	8/7/2017	Parental Engagement Rubric, Agendas, Flyers, and Sign-In Sheets	6/29/2018 monthly
G1.B2.S1.A1 A362326	Pinar Elementary will use the Title I Parental Engagement Liaison (PEL) to establish positive...	Harold Gladden, Joscelyn	7/5/2017	Event Flyers, Sign-In Sheets, Connect Orange Documentation, Meeting Agendas, AdvancED survey results.	6/29/2018 monthly
G1.B2.S1.A2 A362327	Pinar is implementing a weekly electronic newsletter to share information with parents and...	Harold Gladden, Joscelyn	8/14/2017	Newsletter samples, and send/receive documentation	6/29/2018 monthly
G1.B2.S1.A3 A362328	Parents will be invited to a variety of curriculum workshops and school events attendance will be...	Green, Adrian	7/17/2017	Event Flyers, Newsletter, EPI-Calendar, Sign-In Sheets	6/29/2018 monthly
G3.B1.S3.MA3 M387171	Monitor the implementation of instructional strategies including the DPLC close reading and student...	Vasilisin, Jessica	9/12/2017	iObservation data, i-Ready reading and math passing rates, and formative assessment data	6/30/2018 weekly

V. Professional Development Opportunities

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

G2. Pinar Elementary will increase student achievement and teacher pedagogy as a result of teacher participation in collaborative lesson planning focused on rigorous standards-based instruction. (Division Priority #2: Investing in Human Capital)

G2.B1 Teachers are not fluent in using the new Curriculum Resource Materials (CRMs).

G2.B1.S1 Grade level teams participate in collaborative lesson planning sessions facilitated by Leadership Team members.

PD Opportunity 1

Professional development will be provided on designated school-based training days.

Facilitator

Resource Teachers, Administrator

Participants

Instructional Staff

Schedule

Monthly, from 7/25/2017 to 6/8/2018

PD Opportunity 2

Grade level teams will collaborate with Leadership Team members to develop and analyze learning goals, daily targets and student outcomes.

Facilitator

Resource Teachers and Administrator

Participants

Instructional staff

Schedule

Daily, from 7/25/2017 to 6/8/2018

PD Opportunity 3

The school-based DPLC team will attend the DPLC training sessions, facilitate professional development of the DPLC Close Reading strategies, monitor the classroom implementation, and the impact on student achievement.

Facilitator

School-based DPLC Team

Participants

School-Based DPLC Team and Instructional Staff

Schedule

Monthly, from 9/1/2017 to 6/8/2018

G3. Pinar Elementary will increase student achievement as a result of teacher proficiency in implementing the new Streamlined Instructional Framework. (Division Priority #1: Accelerate Student Performance)

G3.B1 Limited proficiency in the application of the new Streamlined Instructional Framework to support rigorous instruction

G3.B1.S3 Leadership Team members will provide ongoing support in implementing effective instructional and student engagement strategies.

PD Opportunity 1

Professional development on the application and execution of the new Streamlined Instructional Framework will be provided. This will include differentiated trainings for new teachers.

Facilitator

Leadership Team members

Participants

Instructional staff

Schedule

Monthly, from 8/7/2017 to 6/8/2018

PD Opportunity 2

Provide coaching and descriptive feedback on the implementation of the new Streamlined Instructional Framework relevant to planning and executing lessons.

Facilitator

Leadership Team members

Participants

Instructional staff

Schedule

Weekly, from 8/22/2017 to 6/8/2018

VI. Technical Assistance Items

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

G1. Pinar Elementary will increase parental engagement in the school and increase communication with Non-English speaking parents. (Division Priority #1 Increase parental engagement to accelerate student performance)

G1.B2 Parental attendance at school events has been historically low.

G1.B2.S1 Language translation will be provided at parent workshops, events, and meetings, and written documents are distributed in English and Spanish.

TA Opportunity 1

Pinar Elementary will use the Title I Parental Engagement Liaison (PEL) to establish positive relationships with parents, bridge communication gaps due to language, and work to increase parental engagement in the school.

Facilitator

Participants

Schedule

Monthly, from 7/5/2017 to 6/29/2018

TA Opportunity 2

Pinar is implementing a weekly electronic newsletter to share information with parents and community members.

Facilitator

Participants

Schedule

Monthly, from 8/14/2017 to 6/29/2018

TA Opportunity 3

Parents will be invited to a variety of curriculum workshops and school events attendance will be documented.

Facilitator

Participants

Schedule

Monthly, from 7/17/2017 to 6/29/2018

G2. Pinar Elementary will increase student achievement and teacher pedagogy as a result of teacher participation in collaborative lesson planning focused on rigorous standards-based instruction. (Division Priority #2: Investing in Human Capital)

G2.B1 Teachers are not fluent in using the new Curriculum Resource Materials (CRMs).

G2.B1.S1 Grade level teams participate in collaborative lesson planning sessions facilitated by Leadership Team members.

TA Opportunity 1

A schedule for collaborative planning will be created.

Facilitator

Joscelyn Harold Gladden

Participants

Instructional Staff

Schedule

On 7/25/2017

TA Opportunity 2

Teachers will be selected to participate in the District Professional Learning Community (DPLC).

Facilitator

Administration

Participants

School-Based DPLC Team

Schedule

On 8/18/2017

G3. Pinar Elementary will increase student achievement as a result of teacher proficiency in implementing the new Streamlined Instructional Framework. (Division Priority #1: Accelerate Student Performance)

G3.B1 Limited proficiency in the application of the new Streamlined Instructional Framework to support rigorous instruction

G3.B1.S3 Leadership Team members will provide ongoing support in implementing effective instructional and student engagement strategies.

TA Opportunity 1

Analyze prior year iObservation and student achievement data

Facilitator

Participants

Schedule

Daily, from 9/5/2017 to 9/29/2017

TA Opportunity 2

Monitor PLCs to determine effectiveness of implementation and identify needs.

Facilitator

Leadership Team members

Participants

Instructional staff

Schedule

Monthly, from 9/25/2017 to 6/8/2018

VII. Budget

1	G1.B2.S1.A1	Pinar Elementary will use the Title I Parental Engagement Liaison (PEL) to establish positive relationships with parents, bridge communication gaps due to language, and work to increase parental engagement in the school.	\$0.00
2	G1.B2.S1.A2	Pinar is implementing a weekly electronic newsletter to share information with parents and community members.	\$0.00
3	G1.B2.S1.A3	Parents will be invited to a variety of curriculum workshops and school events attendance will be documented.	\$0.00
4	G2.B1.S1.A1	A schedule for collaborative planning will be created.	\$0.00
5	G2.B1.S1.A2	Professional development will be provided on designated school-based training days.	\$0.00

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6	G2.B1.S1.A3	Grade level teams will collaborate with Leadership Team members to develop and analyze learning goals, daily targets and student outcomes.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1541 - Pinar Elementary	Title I, Part A		\$6,000.00
			<i>Notes: Provide substitutes and/or stipends for quarterly collaboration days.</i>			
7	G2.B1.S1.A4	Teachers will be selected to participate in the District Professional Learning Community (DPLC).				\$0.00
8	G2.B1.S1.A5	The school-based DPLC team will attend the DPLC training sessions, facilitate professional development of the DPLC Close Reading strategies, monitor the classroom implementation, and the impact on student achievement.				\$0.00
9	G3.B1.S3.A1	Analyze prior year iObservation and student achievement data				\$0.00
10	G3.B1.S3.A2	Professional development on the application and execution of the new Streamlined Instructional Framework will be provided. This will include differentiated trainings for new teachers.				\$0.00
11	G3.B1.S3.A3	Provide coaching and descriptive feedback on the implementation of the new Streamlined Instructional Framework relevant to planning and executing lessons.				\$103,617.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1541 - Pinar Elementary	Title I, Part A		\$103,617.00
			<i>Notes: The reading and curriculum coaches were purchased using Title I funds. The coaches spend 90% of their time supporting professional development, collaborative planning, the coaching cycle and the new teacher induction program. The curriculum resource teacher supports professional development for approximately 30% of her time supporting in these areas. The funding of these positions support multiple strategies of both goals.</i>			
12	G3.B1.S3.A4	Monitor PLCs to determine effectiveness of implementation and identify needs.				\$0.00
					Total:	\$109,617.00