

Lake County Schools

Pine Ridge Elementary School



2017-18 Schoolwide Improvement Plan

Pine Ridge Elementary School

10245 COUNTY ROAD 561, Clermont, FL 34711

<https://pre.lake.k12.fl.us/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2016-17 Title I School</p> <p style="text-align: center;">No</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">54%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">34%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	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 Lake 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 Pine Ridge Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

We encourage our children to reach their highest potential through challenging instruction, character education, parent involvement and community support.

b. Provide the school's vision statement.

The Pine Ridge Vision is "Striving to personalize instruction to support students as they realize their full potential through active engagement."

2. School Environment

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

Pine Ridge utilizes a school-wide Positive Behavior System (PBS) to build relationships between the entire school community. Students are provided intrinsic and extrinsic rewards for "above and beyond" behavior, including Bear Paws and ice cream socials. Pine Ridge has been recognized as a FLPBIS Silver Stem School.

Teachers engage in "getting to know you" and team-building activities throughout the school year to learn more about their students' cultures while building relationships. Teachers accomplish this through creating classroom vision statements, setting high expectations for learners, and establishing an environment where students can feel safe and supported.

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

The PBS culture allows all students to feel respected while also encouraging students to treat others with respect. At the beginning of the year, students learn to unpack the standard of the school-wide "BEAR" expectations. The School Safety Committee meets to ensure the safety of everyone on campus and immediate concerns are addressed. Students are encouraged to report safety issues to any adult on campus. Plans and schedules are in place to ensure that students are monitored before, during, and after school. The site-based Extended Learning Center adheres to the Lake County Code of Conduct expectations as well as the vision of Pine Ridge. Student assemblies support positive behavior and character education. Teachers and staff encourage students to participate in after school activities to build strong skills and relationships within the community.

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.

The school-wide PBS culture and expectations engage students, faculty, and staff in positive reinforcement for student success. Administration provides the PBS committee with discipline data each month for discussion at each meeting. Students can earn Bear Buck for behavior that goes above and beyond. Once students earn five Bear Bucks they can trade them in for a Bear Paw and

celebrate with the bear paw dance in the front office, and ice cream at the Bear Paw party once every nine weeks. Teachers follow a discipline flow chart in an order which identifies steps to take in the student behavior management process. The Lake County Schools Code of Conduct governs the conduct and discipline within Pine Ridge Elementary. The code of conduct is reviewed at the beginning of the year with students by each teacher.

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.

School counselors meet with students in small-group settings as needs are identified. Additional student social and behavioral needs are met within the MTSS process.

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 sign data is provided monthly by the school district. This data is reviewed by the school leadership team, focusing on attendance below 90 percent, students with suspensions, course failure in ELA or math, and lowest quartile/level 1 FSA performance.

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	5	4	7	9	5	0	0	0	0	0	0	0	0	30
One or more suspensions	2	0	2	2	6	4	0	0	0	0	0	0	0	16
Course failure in ELA or Math	19	3	4	11	2	0	0	0	0	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	7	11	15	0	0	0	0	0	0	0	33

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

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

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

Students receiving tier 2 and tier 3 interventions identified by the site-based leadership team demonstrating need of academic and/or behavioral support are referred to the MTSS process. Through this process, a student-centered, strategic plan/intervention is created in an effort to close the achievement gap.

Attendance Meetings are held as needed based on monthly attendance reports reviewed and discussed by teachers, school guidance counselors and the school social worker.

Pine Ridge created a Suspension Reduction Plan with explicit strategies selected to reduce the

number of students receiving discipline referrals and out of school suspensions. These strategies are found within Goal 1 of the SIP.

Pine Ridge also offers after-school activities to promote student involvement and performance. These activities include PE Fitness, STEM Club, tutoring based on academic performance and growth, as well as music and art clubs.

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?

No

1. PFEP Link

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

2. Description

Pine Ridge builds positive relationships by the following means:

monthly SAC and PTO meetings

volunteer program managed by guidance counselor

parent/teacher conferences

MTSS meetings with parents

structured family and community events including Pine Ridge Row, Boosterthon, and performances

student musical programs

S.T.E.M. night

Night at the Museum

Bear Olympics

Pine Ridge Row - a service learning event

Teddy Bear picnic to commemorate school opening

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.

Our volunteer coordinator manages the system which allows community and business leaders to assist in our schools. Additionally, strong relationships often result in donations to the school. Community leaders have a voice through our SAC.

We use our monthly newsletter to advertise for sponsors for our Terrific Kid program. We also have a SAC committee that meets monthly. SAC is required to have community members that are stakeholders in our school. They are chosen/appointed each year by the principal of the school and encouraged to attend every SAC meeting. They are asked for their input in the SIP and any suggestions for our school in general.

Additionally, we incorporate local business agencies into our Wonderful Wednesday educational program when appropriate and applicable.

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
Obando, Laine	Principal
Burns, Natasha	Assistant Principal

b. Duties

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

The function and the responsibility of the MTSS Leadership Team is to work together to identify specific student skill deficits through the disaggregation of school, classroom, and student data. The team works to provide strategies and interventions based on reliable and valid data. The team develops an intervention plan. Progress monitoring data is used to determine if the student's response to intervention was positive, questionable, or negative. Decisions are then made to continue, modify, or discontinue the intervention plan. The 2016-17 SIP was reviewed, finalized, and submitted.

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 Problem Solving Team consists of an administrator, CRT, guidance counselor, literacy coach, ESE School Specialist, psychologist, teacher, and parent. The function of the Problem Solving meeting is to identify students who need additional academic supports and to design supplemental interventions. The team analyzes the progress monitoring data and determines the effectiveness of the intervention. The Problem Solving Team reviews school, class, and student data three times per year and identifies each student's proficiency level. The team analyzes the effectiveness of the core instructional program by classroom walkthroughs, weekly PLC, and Grade Chair meetings.

Title I, part A - tutoring for homeless students will be available

SAI - Funds will be used for tutoring students in the lowest quartile in reading and math in grades 3, 4, and 5.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Laine Obando	Principal
Kimberly Couch	Parent
Fawn Lantes	Teacher
Jennifer Fulmer	Teacher
Sara Forero	Parent
Marie Roberts	Teacher
Kelly Livorsi	Education Support Employee
Julie Bandelin	Education Support Employee
Jennifer Fenn	Parent
Nayla McCarty	Parent
Dana Kelly	Parent
Kim Flatt	Parent
Rene Outler	Business/Community
	Student

b. Duties

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

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

We continuously monitored SIP data and initiatives. Additionally, the 17-18 SIP goals were presented at the September meeting after a review of 16-17 initiatives. The entire plan is presented at the October SAC meeting. Members are welcome to seek clarification and provide input.

b. Development of this school improvement plan

SAC was trained at our meeting in October on their duties, responsibilities, and expectations for supporting the school and working to achieve our goals. Data was reviewed and input for the 17-18 SIP was solicited. The principal and SAC chair also stated the open door policy to contribute and share information.

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

There are no funds.

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

There are no anticipated funds.

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
Obando, Laine	Principal

b. Duties

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

The Literacy Leadership Team works to continuously improve ELA instruction and incentives, which in turn directly affects the students at Pine Ridge. During the course of the year, members will work collaboratively to ensure consistency across grade levels of reading and writing expectations. Topics that will be addressed (but are not limited to) include vertical progression of writing standards, authentic literacy, reading and writing support materials and training, fluency expectations, implementation of district blueprints, and school/district reading challenges. Other initiatives include character parade, fluency expectations, Write from the Beginning training and implementation, and Thinking Maps.

Membership:

- Gwyn Borders-1st Grade Teacher
- Stephanie Fishel- K-2 ASD
- Jennifer Fulmer-Literacy Coach;
- Dyanna Alley Wilson-Kindergarten Teacher;
- Julia Juhl-Media Specialist;
- Kelly Livorsi-2nd Grade Teacher;
- Sarah Klosterman-5th Grade Teacher;
- Lisa Carlisle, Sunnie Meadows-3rd Grade Teachers;
- Marie Roberts - 5th grade
- Christine Denman, Randi Meinhart-4th grade

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.

Pine Ridge Elementary builds collaborative planning time into the master schedule in various ways. Teachers meet together as a grade level one full day every quarter. Additionally, teachers meet weekly in a grade level Professional Learning Community to focus on a cycle of planning, instruction, and progress monitoring. Professional development days are utilized to support teacher learning and inform best practice. Positive relationships are encouraged through the use of the school-wide Positive Behavior Support (PBS). Teachers recognize the hard work and "above and beyond" behavior of others at monthly faculty meetings.

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

TQR trained by the district, Assistant Principal

New Bears induction process and Bear Cub committee to support teachers in their transition to PRES

Utilize Search Soft on-line application system to select Highly Qualified instructors to interview, Principal works with district Instructional Recruitment partner to recruit highly qualified applicants.

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

New teachers to Pine Ridge Elementary attend a welcome "Bearorientation" induction. Every new teacher is paired with a veteran teacher on the same grade level or subject area. The "Bear Cub" teacher facilitator, Courtney Franklin, hosts monthly meetings to answer questions and discuss instructional topics based on Cub participants 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.

Pine Ridge follows the district instructional materials adoptions and district provided scope and sequence for the subject areas.

Fidelity is monitored through learning walks, weekly PLCs, and quarterly Wonderful Wednesday collaborative planning days.

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.

Data is reviewed weekly at PLC, quarterly at Wonderful Wednesday, through MTSS, and at individual student meetings in October, December, and February. Additionally, individual student data chats are held in the winter for students at risk of retention. Students in need are offered classroom interventions, support from an academic teaching assistant in grades K and 1, and extended day interventions such as tutoring.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 780

Title I A homeless tutoring
Tutoring Grades 3-5 (lowest quartile focus)
The opportunities above provide students with an after school activity that extends and enriches their learning.

Strategy Rationale

Provide an alternate experience with different curricular materials in a small group setting provides another opportunity for students to be successful.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Obando, Laine, obandol@lake.k12.fl.us

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

Pre and post test data (iReady assessment) is taken to measure learning in tutoring.

Strategy: After School Program

Minutes added to school year: 1,200

STEM Club, Grades 3-5

Strategy Rationale

Provides opportunities for students to experience hands-on STEM challenges and activities in a small group setting.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Burns, Natasha, burnsn@lake.k12.fl.us

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

STEM club performance task outcomes
Science-grade 5 Lake benchmark assessment growth
STEM Bowl district competition performance

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.

Pine Ridge offers two semesters (half year program) of voluntary pre-kindergarten. Additionally, we have two classrooms that offer ESE pre-kindergarten for students who qualify as early as age 3. The staff at PRE collaborates to smoothly transition the students and ensure their readiness for kindergarten. For outgoing 5th grade students, Gray Middle school delivers a presentation for them at the end of the school year to provide them with information to support their 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.

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this 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.** The faculty and staff will create a safe environment for all students.
- G2.** Teachers will have bi-monthly data chats with a member of the leadership team to determine the acceleration and intervention needs of each student.
- G3.** Teachers will provide authentic literacy experiences for students by incorporating reading, writing, thinking, and talking opportunities across all content areas daily.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. The faculty and staff will create a safe environment for all students. 1a

G097903

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	90.0
Attendance rate	96.0

Targeted Barriers to Achieving the Goal 3

- Instructional time and resources for classroom teachers to support anti-bullying and reinforce character education.
- Time and plan to address and reinforce minor school-wide behavior and character expectations to all students consistently.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Bully Proof Your School Plan
- Safety Committee
- Decision Ed Reports
- Classroom infraction reports

Plan to Monitor Progress Toward G1. 8

Discipline infraction report data as well as discipline reports

Person Responsible

Natasha Burns

Schedule

Quarterly, from 9/20/2017 to 5/23/2018

Evidence of Completion

Leadership committee minutes, PBS minutes

G2. Teachers will have bi-monthly data chats with a member of the leadership team to determine the acceleration and intervention needs of each student. 1a

G097904

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	74.0
FSA Mathematics Achievement	79.0
ELA/Reading Lowest 25% Gains	52.0
Math Lowest 25% Gains	54.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent system in place for monitoring performance of students in lowest 25%.
- Varied levels of understanding relative to instructional shifts.

Resources Available to Help Reduce or Eliminate the Barriers 2

- LAFS and MAFS instructional support books
- PLC minutes
- Professional Development tools
- Leadership team meeting agenda, minutes

Plan to Monitor Progress Toward G2. 8

Review benchmark student achievement results and student products.

Person Responsible

Natasha Burns

Schedule

Monthly, from 8/16/2017 to 5/10/2018

Evidence of Completion

Student achievement growth, student data tracking sheets

G3. Teachers will provide authentic literacy experiences for students by incorporating reading, writing, thinking, and talking opportunities across all content areas daily. 1a

G097905

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	65.0
FSA Mathematics Achievement	79.0
FSA ELA Achievement	74.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent opportunities for reading, writing, thinking, and talking across all content areas daily.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Book Focus by Schmoker, learning walk tool and feedback spreadsheet

Plan to Monitor Progress Toward G3. 8

Learning walk trend data

Person Responsible

Laine Obando

Schedule

Monthly, from 8/18/2017 to 5/25/2018

Evidence of Completion

CWT reports, trends

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. The faculty and staff will create a safe environment for all students. **1**

 G097903

G1.B1 Instructional time and resources for classroom teachers to support anti-bullying and reinforce character education. **2**

 B263232

G1.B1.S1 Guidance counselors will provide support to enrichment and classroom teachers for anti-bullying support. Wonderful Wednesday will continue to be used to support character education. Once a teacher has completed and infraction form for a student, the form will be submitted to administration, administration will conference with student and contact parent. **4**

 S278768

Strategy Rationale

Action Step 1 **5**

Infraction report training

Person Responsible

Natasha Burns

Schedule

On 8/2/2017

Evidence of Completion

Preplanning agenda and sign in sheet

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

Discipline data review

Person Responsible

Natasha Burns

Schedule

Monthly, from 9/6/2017 to 5/2/2018

Evidence of Completion

Discipline data review will be held at each monthly PBS meeting. Evidence includes discipline reports, infraction reports, PBS meeting minutes.

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

Discipline data report

Person Responsible

Natasha Burns


Schedule

Quarterly, from 10/4/2017 to 5/16/2018

Evidence of Completion

PBS meeting minutes, leadership meeting minutes, SAC agenda and minutes

G1.B2 Time and plan to address and reinforce minor school-wide behavior and character expectations to all students consistently. **2**

 B263233

G1.B2.S1 Using discipline data, the PBS committee will use posters around campus and the WPRE student news to teach and reinforce a monthly character or behavior expectation. **4**

 S278769

Strategy Rationale

Action Step 1 **5**

Each month, the PBS committee will display posters reminding students of specific character or behavior expectations, and staff members will reinforce the expectation consistently across campus.

Person Responsible

Natasha Burns

Schedule

Monthly, from 10/2/2017 to 5/1/2018

Evidence of Completion

PBS committee agenda, report of expectation of the month

G2. Teachers will have bi-monthly data chats with a member of the leadership team to determine the acceleration and intervention needs of each student. 1

G097904

G2.B1 Inconsistent system in place for monitoring performance of students in lowest 25%. 2

B263234

G2.B1.S1 We will utilize weekly grade level PLC meetings to ensure instructional design and delivery aligns to standards. In addition, teachers will review student performance data during PLCs, drawing attention to performance of the lowest quartile. 4

S278770

Strategy Rationale

If teachers plan together weekly and review student outcomes, supports for the lowest quartile will increase.

Action Step 1 5

Create weekly PLC agenda

Person Responsible

Laine Obando

Schedule

Weekly, from 8/17/2017 to 5/10/2018

Evidence of Completion

Agenda and minutes

Action Step 2 5

Collaborative Funding- Wonderful Wednesday collaborative planning day for teachers

Person Responsible

Laine Obando

Schedule

Quarterly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Wonderful Wednesday agenda and minutes

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

Administration will participate in grade level PLC meetings weekly.

Person Responsible

Laine Obando

Schedule

Monthly, from 8/17/2017 to 5/10/2018

Evidence of Completion

PLC minutes/agenda

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

Unit product results and student data tracking.

Person Responsible

Natasha Burns

Schedule

Monthly, from 8/17/2017 to 5/10/2018

Evidence of Completion

Attendance meeting logs, student data tracking sheets, PLC weekly minutes, student products

G2.B1.S2 We will use the PLC cycle to review student assessment results including unit products to track progress of students in the lowest quartile. 4

S278771

Strategy Rationale

If we strategically monitor student work during the PLC cycle, teachers will plan and discuss the most effective scaffolds to support student growth.

Action Step 1 5

Review student assessment results.

Person Responsible

Laine Obando

Schedule

Monthly, from 9/13/2017 to 5/16/2018

Evidence of Completion

PLC Minutes, Wonderful Wednesday minutes

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

Review PLC minutes

Person Responsible

Laine Obando

Schedule

Weekly, from 9/6/2017 to 5/23/2018

Evidence of Completion

PLC minutes to reflect assessment review.

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

Learning walks

Person Responsible

Laine Obando

Schedule

Weekly, from 8/23/2017 to 5/23/2018

Evidence of Completion

Learning walk collection tool

G2.B1.S3 Bi-monthly student data chats with teachers and a member of leadership to review student progress and intervention needs. 4

S278772

Strategy Rationale

If we review each student's progress bi-monthly, we will continuously monitor and determine appropriate interventions and acceleration supports.

Action Step 1 5

Bi-monthly data chat meetings

Person Responsible

Laine Obando

Schedule

Every 2 Months, from 10/16/2017 to 5/16/2018

Evidence of Completion

Completed data sheets.

Action Step 2 5

Bi-monthly data chat meetings

Person Responsible

Laine Obando

Schedule

Every 2 Months, from 10/16/2017 to 5/16/2018

Evidence of Completion

Completed data sheets.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Data chat review

Person Responsible

Laine Obando

Schedule

Every 2 Months, from 10/16/2017 to 5/16/2018

Evidence of Completion

Leadership meeting minutes in OneNote collaborative folder.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Progress monitoring iReady math and ELA results

Person Responsible

Laine Obando


Schedule

Every 2 Months, from 10/16/2017 to 5/16/2018

Evidence of Completion

iReady growth and student achievement levels

G2.B2 Varied levels of understanding relative to instructional shifts. 2

 B263235

G2.B2.S1 We will provide on-going professional learning series support for all teachers. 4

 S278773

Strategy Rationale

If we provide continuous professional development, teachers will have additional opportunities to implement new learning.

Action Step 1 5

Professional development provided for all teachers monthly.

Person Responsible

Laine Obando

Schedule

Monthly, from 8/16/2017 to 5/16/2018

Evidence of Completion

Learning series sign-in sheets, agendas

Action Step 2 5

Collaborative Funding- Math lesson study cycle focused on math shifts

Person Responsible

Laine Obando

Schedule

Daily, from 1/29/2018 to 1/31/2018

Evidence of Completion

Lesson plan, learning walk tool

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

Create a classroom walkthrough schedule to include feedback relative to the incorporation of ELA & math shifts in instructional delivery.

Person Responsible

Laine Obando

Schedule

Weekly, from 8/16/2017 to 5/11/2018

Evidence of Completion

CWT feedback forms

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

Review instructional walkthrough trends with leadership.

Person Responsible

Natasha Burns

Schedule

Weekly, from 8/25/2017 to 5/11/2018

Evidence of Completion

DecisionEd infraction analysis, Leadership team minutes

G3. Teachers will provide authentic literacy experiences for students by incorporating reading, writing, thinking, and talking opportunities across all content areas daily. 1

G097905

G3.B1 Inconsistent opportunities for reading, writing, thinking, and talking across all content areas daily. 2

B263236

G3.B1.S1 We will utilize weekly PLC meetings to align instruction to support reading, writing, thinking, and talking opportunities daily. 4

S278774

Strategy Rationale

If we utilize PLC meetings to focus on the R,W,T,T, teachers will purposefully plan opportunities for students to interact with text daily across content areas.

Action Step 1 5

Create common vision for reading, writing, thinking, talking

Person Responsible

Laine Obando

Schedule

Evidence of Completion

Meeting agenda, handouts

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

PLC minutes including opportunities for R,W,T,T

Person Responsible

Natasha Burns

Schedule

Weekly, from 8/17/2017 to 5/17/2018

Evidence of Completion

minutes, PLC agendas, PL sign-in sheets

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

Classroom walkthroughs

Person Responsible

Laine Obando

Schedule

Weekly, from 8/10/2017 to 8/10/2017

Evidence of Completion

Learning walk data

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

Learning walk trend results

Person Responsible

Laine Obando

Schedule

Monthly, from 8/20/2017 to 5/25/2018

Evidence of Completion

Leadership team meeting minutes, learning walk tracking tool

G3.B1.S2 We will offer ongoing professional development through district and school-based coaching to further develop teacher understanding of authentic literacy. 4

S278775

Strategy Rationale

If we offer ongoing professional development, then teachers will effectively plan and deliver standards-based instruction while providing opportunities for students to experience authentic literacy..

Action Step 1 5

Faculty meeting learning series

Person Responsible

Laine Obando

Schedule

Monthly, from 9/20/2017 to 5/16/2018

Evidence of Completion

breakout session descriptions, sign-in sheets

Action Step 2 5

Collaborative Funds- ELA Lesson Study Cycle focused on incorporating reading, writing, thinking and talking purposefully aligned to the shifts.

Person Responsible

Laine Obando

Schedule

Daily, from 1/22/2018 to 1/24/2018

Evidence of Completion

Lesson plan development, learning walk data collection tool and feedback

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Learning walks

Person Responsible

Natasha Burns

Schedule

Weekly, from 9/20/2017 to 5/21/2018

Evidence of Completion

Learning walk data and trends

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Learning series schedule and data trends

Person Responsible

Natasha Burns

Schedule

Monthly, from 9/20/2017 to 5/23/2018

Evidence of Completion

Learning series session sign-in sheets, teacher products, learning walk trend tool

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.B1.S1.A1 A375603	Create common vision for reading, writing, thinking, talking	Obando, Laine	8/3/2017	Meeting agenda, handouts	No End Date one-time
G1.B1.S1.A1 A375594	Infraction report training	Burns, Natasha	8/2/2017	Preplanning agenda and sign in sheet	8/2/2017 one-time
G3.B1.S1.MA3 M405892	Classroom walkthroughs	Obando, Laine	8/10/2017	Learning walk data	8/10/2017 weekly
G3.B1.S2.A2 A375605	Collaborative Funds- ELA Lesson Study Cycle focused on incorporating reading, writing, thinking and...	Obando, Laine	1/22/2018	Lesson plan development, learning walk data collection tool and feedback	1/24/2018 daily
G2.B2.S1.A2 A375602	Collaborative Funding- Math lesson study cycle focused on math shifts	Obando, Laine	1/29/2018	Lesson plan, learning walk tool	1/31/2018 daily
G1.B2.S1.A1 A375595	Each month, the PBS committee will display posters reminding students of specific character or...	Burns, Natasha	10/2/2017	PBS committee agenda, report of expectation of the month	5/1/2018 monthly
G1.B1.S1.MA1 M405879	Discipline data review	Burns, Natasha	9/6/2017	Discipline data review will be held at each monthly PBS meeting. Evidence includes discipline reports, infraction reports, PBS meeting minutes.	5/2/2018 monthly
G2.MA1 M405889	Review benchmark student achievement results and student products.	Burns, Natasha	8/16/2017	Student achievement growth, student data tracking sheets	5/10/2018 monthly
G2.B1.S1.MA1 M405881	Unit product results and student data tracking.	Burns, Natasha	8/17/2017	Attendance meeting logs, student data tracking sheets, PLC weekly minutes, student products	5/10/2018 monthly
G2.B1.S1.MA1 M405882	Administration will participate in grade level PLC meetings weekly.	Obando, Laine	8/17/2017	PLC minutes/agenda	5/10/2018 monthly
G2.B1.S1.A1 A375596	Create weekly PLC agenda	Obando, Laine	8/17/2017	Agenda and minutes	5/10/2018 weekly
G2.B2.S1.MA1 M405887	Review instructional walkthrough trends with leadership.	Burns, Natasha	8/25/2017	DecisionEd infraction analysis, Leadership team minutes	5/11/2018 weekly
G2.B2.S1.MA1 M405888	Create a classroom walkthrough schedule to include feedback relative to the incorporation of ELA &...	Obando, Laine	8/16/2017	CWT feedback forms	5/11/2018 weekly
G1.B1.S1.MA1 M405878	Discipline data report	Burns, Natasha	10/4/2017	PBS meeting minutes, leadership meeting minutes, SAC agenda and minutes	5/16/2018 quarterly
G2.B2.S1.A1 A375601	Professional development provided for all teachers monthly.	Obando, Laine	8/16/2017	Learning series sign-in sheets, agendas	5/16/2018 monthly
G2.B1.S2.A1 A375598	Review student assessment results.	Obando, Laine	9/13/2017	PLC Minutes, Wonderful Wednesday minutes	5/16/2018 monthly
G3.B1.S2.A1 A375604	Faculty meeting learning series	Obando, Laine	9/20/2017	breakout session descriptions, sign-in sheets	5/16/2018 monthly
G2.B1.S3.MA1 M405885	Progress monitoring iReady math and ELA results	Obando, Laine	10/16/2017	iReady growth and student achievement levels	5/16/2018 every-2-months
G2.B1.S3.MA1 M405886	Data chat review	Obando, Laine	10/16/2017	Leadership meeting minutes in OneNote collaborative folder.	5/16/2018 every-2-months
G2.B1.S3.A1 A375599	Bi-monthly data chat meetings	Obando, Laine	10/16/2017	Completed data sheets.	5/16/2018 every-2-months

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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
G2.B1.S3.A2 A375600	Bi-monthly data chat meetings	Obando, Laine	10/16/2017	Completed data sheets.	5/16/2018 every-2-months
G3.B1.S1.MA1 M405891	PLC minutes including opportunities for R,W,T,T	Burns, Natasha	8/17/2017	minutes, PLC agendas, PL sign-in sheets	5/17/2018 weekly
G1.MA1 M405880	Discipline infraction report data as well as discipline reports	Burns, Natasha	9/20/2017	Leadership committee minutes, PBS minutes	5/23/2018 quarterly
G2.B1.S1.A2 A375597	Collaborative Funding- Wonderful Wednesday collaborative planning day for teachers	Obando, Laine	8/23/2017	Wonderful Wednesday agenda and minutes	5/23/2018 quarterly
G2.B1.S2.MA1 M405883	Learning walks	Obando, Laine	8/23/2017	Learning walk collection tool	5/23/2018 weekly
G2.B1.S2.MA1 M405884	Review PLC minutes	Obando, Laine	9/6/2017	PLC minutes to reflect assessment review.	5/23/2018 weekly
G3.B1.S2.MA1 M405893	Learning series schedule and data trends	Burns, Natasha	9/20/2017	Learning series session sign-in sheets, teacher products, learning walk trend tool	5/23/2018 monthly
G3.MA1 M405895	Learning walk trend data	Obando, Laine	8/18/2017	CWT reports, trends	5/25/2018 monthly
G3.B1.S1.MA1 M405890	Learning walk trend results	Obando, Laine	8/20/2017	Leadership team meeting minutes, learning walk tracking tool	5/25/2018 monthly
G3.B1.S2.MA1 M405894	Learning walks	Burns, Natasha	9/20/2017	Learning walk data and trends	5/21/2087 weekly

V. Professional Development Opportunities

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

G2. Teachers will have bi-monthly data chats with a member of the leadership team to determine the acceleration and intervention needs of each student.

G2.B1 Inconsistent system in place for monitoring performance of students in lowest 25%.

G2.B1.S1 We will utilize weekly grade level PLC meetings to ensure instructional design and delivery aligns to standards. In addition, teachers will review student performance data during PLCs, drawing attention to performance of the lowest quartile.

PD Opportunity 1

Collaborative Funding- Wonderful Wednesday collaborative planning day for teachers

Facilitator

Beth Petty, Jennifer Fulmer, Grade level chairperson

Participants

Grade level participates in Wonderful Wednesday collaborative planning once per nine weeks. Self-contained participates one half-day twice per quarter.

Schedule

Quarterly, from 8/23/2017 to 5/23/2018

G2.B2 Varied levels of understanding relative to instructional shifts.

G2.B2.S1 We will provide on-going professional learning series support for all teachers.

PD Opportunity 1

Professional development provided for all teachers monthly.

Facilitator

Various teacher leaders and on-site coaches

Participants

All instructional

Schedule

Monthly, from 8/16/2017 to 5/16/2018

PD Opportunity 2

Collaborative Funding- Math lesson study cycle focused on math shifts

Facilitator

Beth Petty

Participants

Math teachers, grades K-5 (6 teachers will participate in the lesson study)

Schedule

Daily, from 1/29/2018 to 1/31/2018

G3. Teachers will provide authentic literacy experiences for students by incorporating reading, writing, thinking, and talking opportunities across all content areas daily.

G3.B1 Inconsistent opportunities for reading, writing, thinking, and talking across all content areas daily.

G3.B1.S2 We will offer ongoing professional development through district and school-based coaching to further develop teacher understanding of authentic literacy.

PD Opportunity 1

Faculty meeting learning series

Facilitator

Jennifer Fulmer, Beth Petty, Laine Obando, Natasha Burns, teacher leaders, regional support team

Participants

all instructional

Schedule

Monthly, from 9/20/2017 to 5/16/2018

PD Opportunity 2

Collaborative Funds- ELA Lesson Study Cycle focused on incorporating reading, writing, thinking and talking purposefully aligned to the shifts.

Facilitator

Jennifer Fulmer, Beth Petty

Participants

Grades K-5 ELA, 6 teachers will participate in the lesson study

Schedule

Daily, from 1/22/2018 to 1/24/2018

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	Infraction report training	\$0.00
2	G1.B2.S1.A1	Each month, the PBS committee will display posters reminding students of specific character or behavior expectations, and staff members will reinforce the expectation consistently across campus.	\$0.00
3	G2.B1.S1.A1	Create weekly PLC agenda	\$0.00
4	G2.B1.S1.A2	Collaborative Funding- Wonderful Wednesday collaborative planning day for teachers	\$0.00
5	G2.B1.S2.A1	Review student assessment results.	\$0.00
6	G2.B1.S3.A1	Bi-monthly data chat meetings	\$0.00
7	G2.B1.S3.A2	Bi-monthly data chat meetings	\$0.00
8	G2.B2.S1.A1	Professional development provided for all teachers monthly.	\$0.00
9	G2.B2.S1.A2	Collaborative Funding- Math lesson study cycle focused on math shifts	\$0.00
10	G3.B1.S1.A1	Create common vision for reading, writing, thinking, talking	\$0.00
11	G3.B1.S2.A1	Faculty meeting learning series	\$0.00
12	G3.B1.S2.A2	Collaborative Funds- ELA Lesson Study Cycle focused on incorporating reading, writing, thinking and talking purposefully aligned to the shifts.	\$0.00
Total:			\$0.00