

Martin County School District

Pinewood Elementary School



2017-18 Schoolwide Improvement Plan

Pinewood Elementary School

5200 SE WILLOUGHBY BLVD, Stuart, FL 34997

martinschools.org/o/pes

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-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	59%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Martin 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 Pinewood Elementary School

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.

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

b. Provide the school's vision statement.

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

Every student learns actively, accepts others, and achieves.

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

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

2. School Environment

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

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

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

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

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

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

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

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

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

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

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

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

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.

Pinewood Elementary School's MTSS team meets on a regular basis to discuss at-risk students. During the meetings, a group of administrators, counselors, teachers, and/or parents meet to discuss the student's progress using current grades, attendance records, assessment data, and behavioral data. This groups then works to determine a set of interventions that can be implemented to help the students to be successful.

The following factors are used to determine students that are discussed during meetings:
Attendance below 90 percent, regardless of whether a students 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	29	25	12	18	24	13	0	0	0	0	0	0	0	121
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	8	22	32	0	0	0	0	0	0	0	62

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	1	4	4	0	0	0	0	0	0	0	9

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

May have included several or all of the listed below:

- * Parent Contact (phone, email, conferences)
- * MTSS process
- * PBIS incentives for positive behavior and attendance
- * Positive Office Referrals
- * Truancy letters mailed to parent and officer visits to home
- * Small groups for academic interventions
- * Guidance mediation and counseling
- * iReady interventions for Math and ELA
- * Growth Mindset presentation before FSA testing
- * Check in and Check out system
- * Monthly meetings with Staff to review Rti data

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/447878>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

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

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

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

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

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

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

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

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

instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on this information, the team will identify professional development, resources, and support teachers to make sure individual student needs are being met. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, and make decisions. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Dayna Carroll	Teacher
Eva Anderson	Education Support Employee
Sally-Ann Mikati	Parent
Mala Naik	Parent
Jennifer Radcliff	Principal
Sharon Lindsey	Parent
Carla Giacobello	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

Evaluation was ongoing last year, with each SIP Goal Chair reporting at each meeting. At the final meeting of the year in May, the group assessed where we were at each goal and shared a plan for the upcoming year based on the current data and SIP team discussion.

b. Development of this school improvement plan

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

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

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

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

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

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Asciutto-Houck, Andrea	Instructional Coach
Carroll, Dayna	Instructional Coach
Smith, Cristina	Assistant Principal
Radcliff, Jennifer	Principal
Morris, Patty	Assistant Principal

b. Duties

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

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

D. Public and Collaborative Teaching

The school's 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.

We will continue the implementation of PLC's school-wide to encourage positive working relationships between teachers and to maintain a focus on student learning. Our leadership team will continue to

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

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

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

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

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

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

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

Strategy: Extended School Day

Minutes added to school year: 9,900

i-Ready instructional usage before and after school for students K - 5.

Strategy Rationale

Academic Support

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

i-Ready diagnostic assessments.

Strategy: Extended School Day

Minutes added to school year: 5,040

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

Individual student achievement reports.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may 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.

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

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

At Pinewood Elementary, we work with our local middle school to provide a 6th grade orientation at the end of the 5th grade year where students visit the school. Middle school representatives also visit PWE where they share expectations, middle school programs, and answer questions from in-coming students.

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 percentage of students achieving proficiency (level 3 or above) in math will increase from 64% to 69%.
- G2.** The percentage of students achieving proficiency (level 3 and above) in Science will increase to 45%.
- G3.** Increase number of parents attending grade level curriculum nights, parent-teacher conference nights, and math/science/literacy nights.
- G4.** The percentage of students achieving proficiency (Level 3 or above) in ELA will increase from 52% to 57% on the 2018 administration of FSA.

Strategic Goals Detail

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

G1. The percentage of students achieving proficiency (level 3 or above) in math will increase from 64% to 69%. **1a**

G098488

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	69.0

Targeted Barriers to Achieving the Goal **3**

- Strengthen teacher content knowledge with a deeper understanding of the Florida Standards and how they apply to instruction and student achievement.
- Use of best instructional practices that are data driven within the Math Workshop Model.
- Teachers need to increase student achievement in number sense and fluency.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Math coaches in planning with teachers will help unwrap the standards to gain a better understanding of the common student errors and to be able to effectively plan monitoring for achievement.
- Math coaches will build capacity through planning in PLC's (Professional Learning Communities) with grade levels to use student data to plan for the different components of the math workshop.
- Math coaches will model Number Talks and build capacity with teacher leaders at each grade level to support the ongoing work in this area.

Plan to Monitor Progress Toward G1. **8**

Assessment data

Person Responsible

Jennifer Radcliff

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

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

G2. The percentage of students achieving proficiency (level 3 and above) in Science will increase to 45%.

1a

G098489

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	45.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Supplemental Science Instruction Through the Science Lab
- STEMScopes
- The Happy Scientist
- NGSSS Science Standards
- Science Test Item Specs
- Science Leveled Readers found in STEMScopes and Science Fusion website
- Nonfiction texts from Reading Units of Studies
- Common Unit Assessments
- MSCD Vocabulary Lists and Study Guides (Google Classroom)
- K-5 Correlation Chart (Google Classroom)

Plan to Monitor Progress Toward G2. 8

Progress monitoring.

Person Responsible

Jennifer Radcliff

Schedule

Semiannually, from 8/15/2017 to 6/4/2018

Evidence of Completion

SSA 2017-18 Results, Science Benchmark Results

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

G098490

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	100.0

Targeted Barriers to Achieving the Goal 3

- Childcare
- Transportation
- Parent work schedules

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

Review sign-in sheets

Person Responsible

Jennifer Radcliff

Schedule

Semiannually, from 8/24/2017 to 6/3/2018

Evidence of Completion

Sign-in sheets

G4. The percentage of students achieving proficiency (Level 3 or above) in ELA will increase from 52% to 57% on the 2018 administration of FSA. 1a

G098491

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	57.0

Targeted Barriers to Achieving the Goal 3

- Instructional Staff needs more support in identifying individual student reading deficiencies and then targeting instruction to meet those needs in small group strategy groups.
- Teachers need deeper understanding and experience with the rigor of the Florida Standards and how to utilize the test item specifications to think and plan for what is being asked of the learner.
- Students have limited vocabulary and oral language skills.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy Coaches will provide training opportunities centered around data analysis, mini lessons, reading and writing workshop strategies, text complexity, and small group instruction (guided reading/strategy lessons/conferring).
- Instructional Frameworks and assessment guides have been developed for K-5. Literacy coaches will provide training, facilitate discussions, plan units around standards based instruction and standards based grading through PLCs.
- Literacy Coaches will model ways to incorporate more student talk and vocabulary building within the reading and writing workshops, book club focused around vocabulary instruction, district wide vocabulary training, and school site PD.

Plan to Monitor Progress Toward G4. 8

Student iReady and FSA data

Person Responsible

Jennifer Radcliff

Schedule

Quarterly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Increase in student proficiency

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. The percentage of students achieving proficiency (level 3 or above) in math will increase from 64% to 69%. **1**

 G098488

G1.B1 Strengthen teacher content knowledge with a deeper understanding of the Florida Standards and how they apply to instruction and student achievement. **2**

 B264953

G1.B1.S1 Provide planning opportunities through PLC's and coaching in classrooms that unwraps standards for deeper content knowledge. **4**

 S280835

Strategy Rationale

Students achievement will increase due to the instruction meeting the rigor and the depth of the standards.

Action Step 1 **5**

Modeling, coaching cycles, PLC's and individualized teacher planning

Person Responsible

Kelly Raiford

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

PLC documents, Unit and Lesson plans and coaching log

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

Monitor structure and use of the standards in planned activities.

Person Responsible

Jennifer Radcliff

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Lesson plans for evaluations, coaching logs, PLC agenda/documents

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

Student Data

Person Responsible

Jennifer Radcliff

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Lesson plans, student data analysis, and coaching logs

G1.B2 Use of best instructional practices that are data driven within the Math Workshop Model. 2

 B264954

G1.B2.S1 Provide modeling, coaching cycles, individualized teacher planning and conduct a Book Study on conferring with students in Math. 4

 S280836

Strategy Rationale

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

Action Step 1 5

Coaches to provide modeling and coaching cycles focusing on the components of the math workshop.

Planning with teachers during PLC for guided math groups and intentional student practice. Coaches facilitating book study on conferring with students during math.

Person Responsible

Jennifer Parker

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

PLC agendas, coaching logs, sign in sheet for book study and unit/lesson plans based around the Math Workshop model.

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

Monitor of workshop structure and planned activities within the workshop model.

Person Responsible

Jennifer Radcliff

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Teacher evaluations, lesson plans, PLC agendas

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

Implementation of components of math workshop using best practice strategies within the classroom

Person Responsible

Jennifer Radcliff


Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Student performance on various assessments

G1.B3 Teachers need to increase student achievement in number sense and fluency. 2

 B264955

G1.B3.S1 Teachers will use Number Talks with fidelity during the math workshop. 4

 S280837

Strategy Rationale

Through daily exposure of mental math strategies that focus on number sense and fluency, students' achievement in these areas will increase.

Action Step 1 5

Coach, model, and support Number Talks in the K-5 classrooms.

Person Responsible

Kelly Raiford

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Lesson plans, observational notes, videos, and evaluations

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

Observe teacher use of Number Talks in the K-5 classrooms.

Person Responsible

Jennifer Radcliff

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Lesson plans, observational notes, and evaluations

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

Analyzing student data focusing on gains in number sense and fluency in the K-5 classrooms.

Person Responsible

Jennifer Radcliff

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Increase in student academic growth

G2. The percentage of students achieving proficiency (level 3 and above) in Science will increase to 45%. 1

G098489

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

B264956

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

S280838

Strategy Rationale

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

Action Step 1 5

Review of item specs and standards during PLC meetings.

Person Responsible

Patty Morris

Schedule

Monthly, from 10/3/2017 to 6/3/2018

Evidence of Completion

PLC meeting notes

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

Review data as needed and share ideas.

Person Responsible

Cristina Smith

Schedule

Semiannually, from 8/15/2017 to 6/3/2018

Evidence of Completion

PLC notes

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

Review unit assessment data to identify standards that offer opportunities for improvement based on students' results.

Person Responsible

Cristina Smith

Schedule

Quarterly, from 8/15/2017 to 6/3/2018

Evidence of Completion

Unit assessment scores

G2.B1.S2 Vertically analyze unit assessment data to find gaps in learning. 4

 S280839

Strategy Rationale

By monitoring unit assessment data, teachers can identify potential opportunities for improvement and reinforce teaching practices that focus on specific standards.

Action Step 1 5

Students are assessed after each unit using common unit assessments. Data is analyzed during vertical planning and Science SIP meetings to identify standards which present opportunities for improvement.

Person Responsible

Michelle Heath

Schedule

Quarterly, from 10/2/2017 to 6/4/2018

Evidence of Completion

Data analysis records to show focus standards.

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

Teacher lesson plans indicating a focus on reteaching and reinforcing indicated science standards.

Person Responsible

Jennifer Radcliff

Schedule

Monthly, from 10/3/2017 to 6/3/2018

Evidence of Completion

Teacher lesson plans.

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

Analyze unit assessment scores.

Person Responsible

Cristina Smith

Schedule

Quarterly, from 10/3/2017 to 10/3/2017

Evidence of Completion

Student unit assessment scores.

G2.B1.S3 Increase instruction around Life Science by collaborating with Science Lab teacher. 4

S280840

Strategy Rationale

By increasing exposure to Life Science concepts, students will gain a deeper understanding of the standards found in this domain.

Action Step 1 5

Science Lab teacher will meet with grade level teachers in PLC's to identify specific Life Science standards to teach during Science Lab time.

Person Responsible

Michelle Heath

Schedule

Monthly, from 10/3/2017 to 6/4/2018

Evidence of Completion

Meeting notes, Science Lab teacher lesson plans

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

Administration will monitor lesson plans to ensure that lab instruction matches grade level scope and sequence.

Person Responsible

Jennifer Radcliff

Schedule

Quarterly, from 10/3/2017 to 6/4/2018

Evidence of Completion

Lesson plans align with scope and sequence for grade levels.

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

Teachers and Science Lab teacher analyze unit assessment data after Life Science standards have been taught.

Person Responsible

Michelle Heath

Schedule

On 6/4/2018

Evidence of Completion

Analyze Life Science unit assessment data to determine if student understanding of standards has improved.

G2.B2 Lack of Science instructional time 2

 B264957

G2.B2.S1 Integrate science in small group instruction during ELA (small group, independent reading, writing prompts, etc) and Math. 4

 S280841

Strategy Rationale

Integration of subjects will increase time spent on science instruction.

Action Step 1 5

Teachers need to integrate science content and nonfiction texts into ELA and Math instruction through mini lessons, small group instruction, and independent practice activities.

Person Responsible

Andrea Ascitutto-Houck

Schedule

Daily, from 8/15/2017 to 6/3/2018

Evidence of Completion

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

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

Teacher lesson plans and classroom materials will include science texts and hands on components.

Person Responsible

Jennifer Radcliff

Schedule

Quarterly, from 8/15/2017 to 6/3/2018

Evidence of Completion

Classroom observations; lesson plans

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

Analyze unit assessments.

Person Responsible

Cristina Smith

Schedule

Monthly, from 8/15/2017 to 6/3/2018

Evidence of Completion

Increased unit assessment scores.

G2.B2.S2 Isolate time in schedule for science instruction. 4

S280842

Strategy Rationale

Allow teachers to focus specifically on Science concepts by planning specific time for science instruction.

Action Step 1 5

Build Science block into master schedule.

Person Responsible

Cristina Smith

Schedule

On 6/4/2018

Evidence of Completion

Teachers are utilizing Science instruction time in daily schedule.

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

Teacher schedules and classroom walk throughs.

Person Responsible

Cristina Smith

Schedule

Daily, from 8/15/2017 to 6/4/2018

Evidence of Completion

On a daily basis, teachers are utilizing the predetermined time in master schedule to teach Science concepts.

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

Analyze unit assessment scores.

Person Responsible

Cristina Smith

Schedule

Quarterly, from 8/15/2017 to 6/4/2018

Evidence of Completion

Students are proficient in assessed standards.

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

 B264958

G2.B3.S1 Implement common vocabulary to use in all grade levels 4

 S280843

Strategy Rationale

Daily practice of vocabulary will increase comprehension of science content.

Action Step 1 5

Explicitly teach vocabulary from district lists and focus on "Word of the Day".

Person Responsible

Jennifer Radcliff

Schedule

Semiannually, from 8/15/2017 to 6/4/2018

Evidence of Completion

Classroom observations; lesson plans; assessments; student journals

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

Monitor vocabulary implementation through lesson plans.

Person Responsible

Jennifer Radcliff

Schedule

Semiannually, from 8/15/2017 to 6/4/2018

Evidence of Completion

Teacher lesson plans.

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

Analyze unit assessment data.

Person Responsible

Cristina Smith

Schedule

Quarterly, from 8/15/2017 to 6/4/2018

Evidence of Completion

Unit assessment data.

G2.B3.S2 Provide hands on, engaging and relevant science experiences to improve retention of science concepts and vocabulary. 4

S280844

Strategy Rationale

Continuously expose students to science in order to improve retention of vocabulary.

Action Step 1 5

Incorporate print-rich environments throughout school campus; label objects around campus.

Person Responsible

Jennifer Parker

Schedule

Daily, from 8/15/2017 to 6/4/2018

Evidence of Completion

Visible science vocabulary in all areas of campus.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

SIP committee discuss and organize vocabulary words and specific destinations on campus for science concepts.

Person Responsible

Michaela Martin

Schedule

Semiannually, from 8/15/2017 to 6/4/2018

Evidence of Completion

Students will be exposed to science vocabulary throughout the school campus. Vocabulary understanding will increase on unit assessment data.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Analyze unit assessment data.

Person Responsible

Cristina Smith

Schedule

Quarterly, from 8/15/2017 to 6/4/2018

Evidence of Completion

Unit assessment data.

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

2

 B264959

G2.B4.S1 Create PBL's that are standard-specific. 4

 S280845

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Jennifer Parker

Schedule

Monthly, from 8/15/2017 to 5/31/2018

Evidence of Completion

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

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

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

Person Responsible

Jennifer Radcliff

Schedule

Annually, from 8/15/2017 to 5/31/2018

Evidence of Completion

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

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

Science benchmark scores.

Person Responsible

Jennifer Radcliff

Schedule

On 5/31/2018

Evidence of Completion

Science benchmark scores will be evaluated to show success.

G2.B4.S2 Professional development opportunities 4

S280846

Strategy Rationale

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

Action Step 1 5

Identify professional development programs related to PBL implementation and monitoring.

Person Responsible

Jennifer Parker

Schedule

On 6/4/2018

Evidence of Completion

Identified professional development programs.

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

PBL monitoring forms/checklists

Person Responsible

Jennifer Radcliff

Schedule

Quarterly, from 8/15/2017 to 6/4/2018

Evidence of Completion

Student monitoring forms for PBL data are included in lesson plans/unit data.

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

Analyze unit assessment

Person Responsible

Cristina Smith

Schedule

Quarterly, from 8/15/2017 to 6/4/2018

Evidence of Completion

Unit assessment data shows mastery of assessed standards.

G2.B4.S3 Use STEMscopes and Science Fusion labs as alternatives for PBLs. 4

 S280847

Strategy Rationale

Use labs as alternative hands on activities for teachers who are not yet ready to fully implement PBLs in their classrooms.

Action Step 1 5

Teacher will utilize the STEMscopes and Science Fusion resources to implement hands on activities related to science standards.

Person Responsible

Jennifer Radcliff

Schedule

Quarterly, from 8/15/2017 to 6/4/2018

Evidence of Completion

Classroom walk-throughs and lesson plan checks.

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

Teachers are implementing hands on activities as an alternative to PBLs in the classroom.

Person Responsible

Jennifer Radcliff

Schedule

Daily, from 8/15/2017 to 6/4/2018

Evidence of Completion

Lesson plans and classroom observations.

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

Analyze unit assessment data.

Person Responsible

Cristina Smith

Schedule

Quarterly, from 8/15/2017 to 6/4/2018

Evidence of Completion

Unit assessment data shows student mastery of science standards.

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

B264960

G2.B5.S1 Use common unit assessments in every grade level. 4

S280848

Strategy Rationale

Data from unit assessments will guide teacher instruction based on possible areas of opportunity for improvement.

Action Step 1 5

Administer and analyze grade level assessment data.

Person Responsible

Michaela Martin

Schedule

Quarterly, from 8/15/2017 to 6/4/2018

Evidence of Completion

Data is analyzed in SIP and PLC meetings. Information is shared out by grade level representatives.

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

Administration will monitor unit assessment calendar and data.

Person Responsible

Jennifer Radcliff

Schedule

Monthly, from 8/15/2017 to 6/4/2018

Evidence of Completion

Grade level focus calendars indicate unit assessment testing dates. Grade levels are discussing new data in SIP and PLC meetings.

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

Analyze unit assessment data.

Person Responsible

Cristina Smith

Schedule

Quarterly, from 8/15/2017 to 8/4/2018

Evidence of Completion

Unit assessment data shows mastery of science standards.

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

G098490

G3.B1 Childcare 2

B264961

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

S280849

Strategy Rationale

Parent may have difficulty attending due to lack of child care.

Action Step 1 5

Provide childcare with age-appropriate games and activities.

Person Responsible

Vanessa Muto

Schedule

Quarterly, from 8/15/2017 to 6/5/2018

Evidence of Completion

Sign-in sheets

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

Monitor childcare services

Person Responsible

Jennifer Radcliff

Schedule

On 6/5/2018

Evidence of Completion

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

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

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

Person Responsible

Jennifer Radcliff

Schedule

Annually, from 8/24/2017 to 6/3/2018

Evidence of Completion

Sign- in sheets, held by Eva Anderson

G3.B2 Transportation 2

B264962

G3.B2.S1 Encourage parents to carpool (parent liaison will help coordinate). 4

S280850

Strategy Rationale

Action Step 1 5

Use Blackboard Connect to encourage parents to carpool

Person Responsible

Jennifer Radcliff

Schedule

Quarterly, from 8/5/2017 to 6/4/2018

Evidence of Completion

Sign in sheets

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Ensure carpooling is encouraged in Blackboard Connect messages for events.

Person Responsible

Jennifer Radcliff

Schedule

Semiannually, from 8/15/2017 to 6/5/2018

Evidence of Completion

Blackboard Connect Information, Sign in sheets

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Review Blackboard Connect Messages and event sign in sheets

Person Responsible

Jennifer Radcliff


Schedule

Semiannually, from 8/15/2017 to 6/5/2018

Evidence of Completion

Blackboard Connect Messages and event sign in sheets

G3.B3 Parent work schedules 2

 B264963

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

 S280851

Strategy Rationale

Parents may be unable to attend events due to work schedules.

Action Step 1 5

Have parent involvement committee meet and review schedule of events

Person Responsible

Jennifer Radcliff

Schedule

Quarterly, from 8/24/2017 to 6/3/2018

Evidence of Completion

outlook calendar

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

Flex schedule for working parents

Person Responsible

Jennifer Radcliff

Schedule

Quarterly, from 8/24/2017 to 7/4/2018

Evidence of Completion

Schedule

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

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

Person Responsible

Jennifer Radcliff


Schedule

Semiannually, from 8/24/2017 to 6/3/2018

Evidence of Completion

Sign in sheets


G4. The percentage of students achieving proficiency (Level 3 or above) in ELA will increase from 52% to 57% on the 2018 administration of FSA. **1**

 G098491

G4.B1 Instructional Staff needs more support in identifying individual student reading deficiencies and then targeting instruction to meet those needs in small group strategy groups. **2**

 B264964

G4.B1.S1 Ongoing professional development around analyzing student data (Running Records, iReady data, summative/formative assessments) and differentiating instruction based on student needs. **4**

 S280852

Strategy Rationale

Increasing teacher capacity will enhance core instruction and student achievement.

Action Step 1 **5**

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

Person Responsible

Dayna Carroll

Schedule

Monthly, from 8/15/2017 to 8/23/2018

Evidence of Completion

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

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

Coaches' Log
Teacher Feedback
Student Progress

Person Responsible

Cristina Smith

Schedule

Biweekly, from 8/15/2017 to 5/24/2018

Evidence of Completion

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

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

Teacher Feedback
Student Progress

Person Responsible

Jennifer Radcliff

Schedule

Biweekly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Evaluations in ERO Teacher Feedback Student Progress

G4.B2 Teachers need deeper understanding and experience with the rigor of the Florida Standards and how to utilize the test item specifications to think and plan for what is being asked of the learner. 2

 B264965

G4.B2.S1 Literacy coaches will assist in curriculum development and unit planning through PLCs 4

 S280853

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Andrea Ascitutto-Houck

Schedule

Weekly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Notes from team meetings and monthly Literacy Leadership Team meetings

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

Unit Plans
Coaching logs
Classroom Experiences

Person Responsible

Jennifer Radcliff

Schedule

Weekly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Lesson Plans Observations of Lesson Delivery Learning walks

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

Coaching Cycle (Plan, model, observe, feedback)

Person Responsible

Jennifer Radcliff

Schedule

Weekly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Lesson Plans/observations Lesson Implementation Learning walks

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

B264966

G4.B3.S1 Literacy coaches will model effective ways to include vocabulary building and more time for student-centered talk within the reading and writing workshop. District wide vocabulary/oral language training will be provided and school site PD/book clubs will be offered for teachers 4

S280854

Strategy Rationale

When students have more opportunity for conversations around literature, using appropriate vocabulary, they use critical thinking skills that help build their knowledge and comprehension.

Action Step 1 5

Coaches will model preparation and implementation of explicitly planned Interactive Read Alouds to allow for student talk with multiple opportunities for students to discuss reading and writing through partner work. Coaches will provide both school site and district PD, and facilitate grade level based book studies.

Person Responsible

Dayna Carroll

Schedule

Monthly, from 8/15/2017 to 5/24/2018

Evidence of Completion

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

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

Monitor structure and relevance of planned activities/ and trainings.

Person Responsible

Jennifer Radcliff

Schedule

Monthly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Lesson plans, teacher feedback, and coaching logs

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

Monitor structure and relevance of planned activities and trainings.

Person Responsible

Jennifer Radcliff





















Schedule

Monthly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Lesson plans and coaching logs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
 G2.B1.S2.MA1 M410357	Analyze unit assessment scores.	Smith, Cristina	10/3/2017	Student unit assessment scores.	10/3/2017 quarterly
 G4.MA1 M410391	Student iReady and FSA data	Radcliff, Jennifer	8/15/2017	Increase in student proficiency	5/24/2018 quarterly
 G4.B1.S1.MA1 M410385	Teacher Feedback Student Progress	Radcliff, Jennifer	8/15/2017	Evaluations in ERO Teacher Feedback Student Progress	5/24/2018 biweekly
 G4.B1.S1.MA1 M410386	Coaches' Log Teacher Feedback Student Progress	Smith, Cristina	8/15/2017	Coaches' Log Evaluations in ERO Sign-in Forms Reflective exit tickets	5/24/2018 biweekly
 G4.B2.S1.MA1 M410387	Coaching Cycle (Plan, model, observe, feedback)	Radcliff, Jennifer	8/15/2017	Lesson Plans/observations Lesson Implementation Learning walks	5/24/2018 weekly
 G4.B2.S1.MA1 M410388	Unit Plans Coaching logs Classroom Experiences	Radcliff, Jennifer	8/15/2017	Lesson Plans Observations of Lesson Delivery Learning walks	5/24/2018 weekly
 G4.B2.S1.A1 A378649	Review Florida Standards as a team Explore Instructional Frameworks and test item specs Gather...	Asciutto-Houck, Andrea	8/15/2017	Notes from team meetings and monthly Literacy Leadership Team meetings	5/24/2018 weekly
 G4.B3.S1.MA1 M410389	Monitor structure and relevance of planned activities and trainings.	Radcliff, Jennifer	8/15/2017	Lesson plans and coaching logs	5/24/2018 monthly
 G4.B3.S1.MA1 M410390	Monitor structure and relevance of planned activities/ and trainings.	Radcliff, Jennifer	8/15/2017	Lesson plans, teacher feedback, and coaching logs	5/24/2018 monthly
 G4.B3.S1.A1 A378650	Coaches will model preparation and implementation of explicitly planned Interactive Read Alouds to...	Carroll, Dayna	8/15/2017	Coaches' Log Sign-in Forms PD/ Training Evaluations in ERO/Edivate	5/24/2018 monthly
 G1.MA1 M410354	Assessment data	Radcliff, Jennifer	8/15/2017	Student proficiency will increase and student understanding will be evident on assessments	5/25/2018 monthly
 G1.B1.S1.MA1 M410348	Student Data	Radcliff, Jennifer	8/15/2017	Lesson plans, student data analysis, and coaching logs	5/25/2018 monthly
 G1.B1.S1.MA1 M410349	Monitor structure and use of the standards in planned activities.	Radcliff, Jennifer	8/15/2017	Lesson plans for evaluations, coaching logs, PLC agenda/documents	5/25/2018 monthly
 G1.B1.S1.A1 A378631	Modeling, coaching cycles, PLC's and individualized teacher planning	Raiford, Kelly	8/15/2017	PLC documents, Unit and Lesson plans and coaching log	5/25/2018 monthly
 G1.B2.S1.MA1 M410350	Implementation of components of math workshop using best practice strategies within the classroom	Radcliff, Jennifer	8/15/2017	Student performance on various assessments	5/25/2018 monthly
 G1.B2.S1.MA1 M410351	Monitor of workshop structure and planned activities within the workshop model.	Radcliff, Jennifer	8/15/2017	Teacher evaluations, lesson plans, PLC agendas	5/25/2018 monthly
 G1.B2.S1.A1 A378632	Coaches to provide modeling and coaching cycles focusing on the components of the math workshop....	Parker, Jennifer	8/15/2017	PLC agendas, coaching logs, sign in sheet for book study and unit/lesson plans based around the Math Workshop model.	5/25/2018 monthly
 G1.B3.S1.MA1 M410352	Analyzing student data focusing on gains in number sense and fluency in the K-5 classrooms.	Radcliff, Jennifer	8/15/2017	Increase in student academic growth	5/25/2018 monthly
 G1.B3.S1.MA1 M410353	Observe teacher use of Number Talks in the K-5 classrooms.	Radcliff, Jennifer	8/15/2017	Lesson plans, observational notes, and evaluations	5/25/2018 weekly
 G1.B3.S1.A1 A378633	Coach, model, and support Number Talks in the K-5 classrooms.	Raiford, Kelly	8/15/2017	Lesson plans, observational notes, videos, and evaluations	5/25/2018 weekly



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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B4.S1.MA1 M410369	Science benchmark scores.	Radcliff, Jennifer	8/15/2017	Science benchmark scores will be evaluated to show success.	5/31/2018 one-time
G2.B4.S1.MA1 M410370	Teacher lesson plans showing PBL's being implemented based on focus standards.	Radcliff, Jennifer	8/15/2017	Administration will verify that teachers include PBL's in lesson plans based on focus standards.	5/31/2018 annually
G2.B4.S1.A1 A378641	Teachers will create PBL's around specific standards based on scope and sequence.	Parker, Jennifer	8/15/2017	A menu of PBL's created to use based on science standards.	5/31/2018 monthly
G3.MA1 M410384	Review sign-in sheets	Radcliff, Jennifer	8/24/2017	Sign-in sheets	6/3/2018 semiannually
G2.B1.S1.MA1 M410355	Review unit assessment data to identify standards that offer opportunities for improvement based on...	Smith, Cristina	8/15/2017	Unit assessment scores	6/3/2018 quarterly
G2.B1.S1.MA1 M410356	Review data as needed and share ideas.	Smith, Cristina	8/15/2017	PLC notes	6/3/2018 semiannually
G2.B1.S1.A1 A378634	Review of item specs and standards during PLC meetings.	Morris, Patty	10/3/2017	PLC meeting notes	6/3/2018 monthly
G2.B2.S1.MA1 M410361	Analyze unit assessments.	Smith, Cristina	8/15/2017	Increased unit assessment scores.	6/3/2018 monthly
G2.B2.S1.MA1 M410362	Teacher lesson plans and classroom materials will include science texts and hands on components.	Radcliff, Jennifer	8/15/2017	Classroom observations; lesson plans	6/3/2018 quarterly
G2.B2.S1.A1 A378637	Teachers need to integrate science content and nonfiction texts into ELA and Math instruction...	Asciutto-Houck, Andrea	8/15/2017	Classroom observations; lesson plans; instructional focus calendars; benchmark test results	6/3/2018 daily
G3.B1.S1.MA1 M410378	Comparison of sign-in sheets from past years to this year to track parent involvement numbers.	Radcliff, Jennifer	8/24/2017	Sign- in sheets, held by Eva Anderson	6/3/2018 annually
G3.B3.S1.MA1 M410382	Attendance at grade level curriculum nights, parent-teacher conference nights, and...	Radcliff, Jennifer	8/24/2017	Sign in sheets	6/3/2018 semiannually
G3.B3.S1.A1 A378647	Have parent involvement committee meet and review schedule of events	Radcliff, Jennifer	8/24/2017	outlook calendar	6/3/2018 quarterly
G2.B1.S2.MA1 M410358	Teacher lesson plans indicating a focus on reteaching and reinforcing indicated science standards.	Radcliff, Jennifer	10/3/2017	Teacher lesson plans.	6/3/2018 monthly
G2.MA1 M410377	Progress monitoring.	Radcliff, Jennifer	8/15/2017	SSA 2017-18 Results, Science Benchmark Results	6/4/2018 semiannually
G2.B3.S1.MA1 M410365	Analyze unit assessment data.	Smith, Cristina	8/15/2017	Unit assessment data.	6/4/2018 quarterly
G2.B3.S1.MA1 M410366	Monitor vocabulary implementation through lesson plans.	Radcliff, Jennifer	8/15/2017	Teacher lesson plans.	6/4/2018 semiannually
G2.B3.S1.A1 A378639	Explicitly teach vocabulary from district lists and focus on "Word of the Day".	Radcliff, Jennifer	8/15/2017	Classroom observations; lesson plans; assessments; student journals	6/4/2018 semiannually
G2.B5.S1.MA1 M410376	Administration will monitor unit assessment calendar and data.	Radcliff, Jennifer	8/15/2017	Grade level focus calendars indicate unit assessment testing dates. Grade levels are discussing new data in SIP and PLC meetings.	6/4/2018 monthly
G2.B5.S1.A1 A378644	Administer and analyze grade level assessment data.	Martin, Michaela	8/15/2017	Data is analyzed in SIP and PLC meetings. Information is shared out by grade level representatives.	6/4/2018 quarterly
G3.B2.S1.A1 A378646	Use Blackboard Connect to encourage parents to carpool	Radcliff, Jennifer	8/5/2017	Sign in sheets	6/4/2018 quarterly

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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.S2.A1 A378635	Students are assessed after each unit using common unit assessments. Data is analyzed during...	Heath, Michelle	10/2/2017	Data analysis records to show focus standards.	6/4/2018 quarterly
G2.B2.S2.MA1 M410363	Analyze unit assessment scores.	Smith, Cristina	8/15/2017	Students are proficient in assessed standards.	6/4/2018 quarterly
G2.B2.S2.MA1 M410364	Teacher schedules and classroom walk throughs.	Smith, Cristina	8/15/2017	On a daily basis, teachers are utilizing the predetermined time in master schedule to teach Science concepts.	6/4/2018 daily
G2.B2.S2.A1 A378638	Build Science block into master schedule.	Smith, Cristina	8/15/2017	Teachers are utilizing Science instruction time in daily schedule.	6/4/2018 one-time
G2.B3.S2.MA1 M410367	Analyze unit assessment data.	Smith, Cristina	8/15/2017	Unit assessment data.	6/4/2018 quarterly
G2.B3.S2.MA1 M410368	SIP committee discuss and organize vocabulary words and specific destinations on campus for science...	Martin, Michaela	8/15/2017	Students will be exposed to science vocabulary throughout the school campus. Vocabulary understanding will increase on unit assessment data.	6/4/2018 semiannually
G2.B3.S2.A1 A378640	Incorporate print-rich environments throughout school campus; label objects around campus.	Parker, Jennifer	8/15/2017	Visible science vocabulary in all areas of campus.	6/4/2018 daily
G2.B4.S2.MA1 M410371	Analyze unit assessment	Smith, Cristina	8/15/2017	Unit assessment data shows mastery of assessed standards.	6/4/2018 quarterly
G2.B4.S2.MA1 M410372	PBL monitoring forms/checklists	Radcliff, Jennifer	8/15/2017	Student monitoring forms for PBL data are included in lesson plans/unit data.	6/4/2018 quarterly
G2.B4.S2.A1 A378642	Identify professional development programs related to PBL implementation and monitoring.	Parker, Jennifer	8/15/2017	Identified professional development programs.	6/4/2018 one-time
G2.B1.S3.MA1 M410359	Teachers and Sciece Lab teacher analyze unit assessment data after Life Science standards have been...	Heath, Michelle	10/3/2017	Analyze Life Science unit assessment data to determine if student understanding of standards has improved.	6/4/2018 one-time
G2.B1.S3.MA1 M410360	Administration will monitor lesson plans to ensure that lab instruction matches grade level scope...	Radcliff, Jennifer	10/3/2017	Lesson plans align with scope and sequence for grade levels.	6/4/2018 quarterly
G2.B1.S3.A1 A378636	Science Lab teacher will meet with grade level teachers in PLC's to identify specific Life Science...	Heath, Michelle	10/3/2017	Meeting notes, Science Lab teacher lesson plans	6/4/2018 monthly
G2.B4.S3.MA1 M410373	Analyze unit assessment data.	Smith, Cristina	8/15/2017	Unit assessment data shows student mastery of science standards.	6/4/2018 quarterly
G2.B4.S3.MA1 M410374	Teachers are implementing hands on activities as an alternative to PBLs in the classroom.	Radcliff, Jennifer	8/15/2017	Lesson plans and classroom observations.	6/4/2018 daily
G2.B4.S3.A1 A378643	Teacher will utilize the STEMscopes and Science Fusion resources to implement hands on activities...	Radcliff, Jennifer	8/15/2017	Classroom walk-throughs and lesson plan checks.	6/4/2018 quarterly
G3.B1.S1.MA1 M410379	Monitor childcare services	Radcliff, Jennifer	8/15/2017	Checklist of childcare program to be provided to the school principal.	6/5/2018 one-time
G3.B1.S1.A1 A378645	Provide childcare with age-appropriate games and activities.	Muto, Vanessa	8/15/2017	Sign-in sheets	6/5/2018 quarterly
G3.B2.S1.MA1 M410380	Review Blackboard Connect Messages and event sign in sheets	Radcliff, Jennifer	8/15/2017	Blackboard Connect Messages and event sign in sheets	6/5/2018 semiannually
G3.B2.S1.MA1 M410381	Ensure carpooling is encouraged in Blackboard Connect messages for events.	Radcliff, Jennifer	8/15/2017	Blackboard Connect Information, Sign in sheets	6/5/2018 semiannually
G3.B3.S1.MA1 M410383	Flex schedule for working parents	Radcliff, Jennifer	8/24/2017	Schedule	7/4/2018 quarterly

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G2.B5.S1.MA1  M410375	Analyze unit assessment data.	Smith, Cristina	8/15/2017	Unit assessment data shows mastery of science standards.	8/4/2018 quarterly
G4.B1.S1.A1  A378648	Model Lessons, Staff Meetings, Professional Development/Trainings, Grade Level Meetings, Individual...	Carroll, Dayna	8/15/2017	Coaches' Log Sign-in Forms PD/ Training Evaluations in ERO/Edivate	8/23/2018 monthly

V. Professional Development Opportunities

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

G1. The percentage of students achieving proficiency (level 3 or above) in math will increase from 64% to 69%.

G1.B1 Strengthen teacher content knowledge with a deeper understanding of the Florida Standards and how they apply to instruction and student achievement.

G1.B1.S1 Provide planning opportunities through PLC's and coaching in classrooms that unwraps standards for deeper content knowledge.

PD Opportunity 1

Modeling, coaching cycles, PLC's and individualized teacher planning

Facilitator

Kelly Raiford and Jennifer Parker

Participants

Teachers

Schedule

Monthly, from 8/15/2017 to 5/25/2018

G1.B2 Use of best instructional practices that are data driven within the Math Workshop Model.

G1.B2.S1 Provide modeling, coaching cycles, individualized teacher planning and conduct a Book Study on conferring with students in Math.

PD Opportunity 1

Coaches to provide modeling and coaching cycles focusing on the components of the math workshop. Planning with teachers during PLC for guided math groups and intentional student practice. Coaches facilitating book study on conferring with students during math.

Facilitator

Jennifer Parker and Kelly Raiford

Participants

K-5 Instructional Teachers

Schedule

Monthly, from 8/15/2017 to 5/25/2018

G2. The percentage of students achieving proficiency (level 3 and above) in Science will increase to 45%.

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

G2.B4.S2 Professional development opportunities

PD Opportunity 1

Identify professional development programs related to PBL implementation and monitoring.

Facilitator

Radcliff

Participants

K-5 staff

Schedule

On 6/4/2018

G4. The percentage of students achieving proficiency (Level 3 or above) in ELA will increase from 52% to 57% on the 2018 administration of FSA.

G4.B1 Instructional Staff needs more support in identifying individual student reading deficiencies and then targeting instruction to meet those needs in small group strategy groups.

G4.B1.S1 Ongoing professional development around analyzing student data (Running Records, iReady data, summative/formative assessments) and differentiating instruction based on student needs.

PD Opportunity 1

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

Facilitator

Andrea Ascitutto-Houck and Dayna Carroll

Participants

Literacy Coaches and Instructional Staff

Schedule

Monthly, from 8/15/2017 to 8/23/2018

G4.B2 Teachers need deeper understanding and experience with the rigor of the Florida Standards and how to utilize the test item specifications to think and plan for what is being asked of the learner.

G4.B2.S1 Literacy coaches will assist in curriculum development and unit planning through PLCs

PD Opportunity 1

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

Facilitator

Andrea Ascuitto-Houck Dayna Carroll

Participants

Instructional Staff

Schedule

Weekly, from 8/15/2017 to 5/24/2018

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

G4.B3.S1 Literacy coaches will model effective ways to include vocabulary building and more time for student-centered talk within the reading and writing workshop. District wide vocabulary/oral language training will be provided and school site PD/book clubs will be offered for teachers

PD Opportunity 1

Coaches will model preparation and implementation of explicitly planned Interactive Read Alouds to allow for student talk with multiple opportunities for students to discuss reading and writing through partner work. Coaches will provide both school site and district PD, and facilitate grade level based book studies.

Facilitator

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

Participants

Coaches/Instructional Staff

Schedule

Monthly, from 8/15/2017 to 5/24/2018

VII. Budget

1	G1.B1.S1.A1	Modeling, coaching cycles, PLC's and individualized teacher planning	\$0.00
2	G1.B2.S1.A1	Coaches to provide modeling and coaching cycles focusing on the components of the math workshop. Planning with teachers during PLC for	\$2,000.00

		guided math groups and intentional student practice. Coaches facilitating book study on conferring with students during math.				
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - Pinewood Elementary School			\$2,000.00
<i>Notes: \$2,000.00 allocated for various PD needs throughout the year.</i>						
3	G1.B3.S1.A1	Coach, model, and support Number Talks in the K-5 classrooms.				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - Pinewood Elementary School	General Fund		\$400.00
<i>Notes: Number Talks Books</i>						
4	G2.B1.S1.A1	Review of item specs and standards during PLC meetings.				\$0.00
5	G2.B1.S2.A1	Students are assessed after each unit using common unit assessments. Data is analyzed during vertical planning and Science SIP meetings to identify standards which present opportunities for improvement.				\$0.00
6	G2.B1.S3.A1	Science Lab teacher will meet with grade level teachers in PLC's to identify specific Life Science standards to teach during Science Lab time.				\$0.00
7	G2.B2.S1.A1	Teachers need to integrate science content and nonfiction texts into ELA and Math instruction through mini lessons, small group instruction, and independent practice activities.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - Pinewood Elementary School	Other		\$5,000.00
<i>Notes: Using funds refunded by adoption to purchase texts</i>						
8	G2.B2.S2.A1	Build Science block into master schedule.				\$0.00
9	G2.B3.S1.A1	Explicitly teach vocabulary from district lists and focus on "Word of the Day".				\$0.00
10	G2.B3.S2.A1	Incorporate print-rich environments throughout school campus; label objects around campus.				\$0.00
11	G2.B4.S1.A1	Teachers will create PBL's around specific standards based on scope and sequence.				\$0.00
12	G2.B4.S2.A1	Identify professional development programs related to PBL implementation and monitoring.				\$0.00
13	G2.B4.S3.A1	Teacher will utilize the STEMscopes and Science Fusion resources to implement hands on activities related to science standards.				\$0.00
14	G2.B5.S1.A1	Administer and analyze grade level assessment data.				\$0.00
15	G3.B1.S1.A1	Provide childcare with age-appropriate games and activities.				\$0.00
16	G3.B2.S1.A1	Use Blackboard Connect to encourage parents to carpool				\$0.00

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17	G3.B3.S1.A1	Have parent involvement committee meet and review schedule of events				\$0.00
18	G4.B1.S1.A1	Model Lessons, Staff Meetings, Professional Development/Trainings, Grade Level Meetings, Individual Teacher Discussions				\$0.00
19	G4.B2.S1.A1	Review Florida Standards as a team Explore Instructional Frameworks and test item specs Gather materials to support teaching to the rigor of the Florida Standards Plan instructional strategies and lessons to support mastery of the Florida Standards				\$0.00
20	G4.B3.S1.A1	Coaches will model preparation and implementation of explicitly planned Interactive Read Alouds to allow for student talk with multiple opportunities for students to discuss reading and writing through partner work. Coaches will provide both school site and district PD, and facilitate grade level based book studies.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - Pinewood Elementary School	Other		\$2,000.00
			<i>Notes: Classroom libraries</i>			
					Total:	\$9,400.00