

Hernando County School District

Pine Grove Elementary School



2017-18 Schoolwide Improvement Plan

Pine Grove Elementary School

14411 KEN AUSTIN PKWY, Brooksville, FL 34613

<https://www.hernandoschools.org/pges>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Hernando County School Board on 1/9/2018.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	11
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	22
Appendix 2: Professional Development and Technical Assistance Outlines	23
Professional Development Opportunities	23
Technical Assistance Items	24
Appendix 3: Budget to Support Goals	24

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 Grove 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.

Pine Grove Elementary School believes in promoting an active partnership between school, home, and community. Our goal is to increase student achievement by encouraging a positive learning environment, while creating a caring, inviting, and enriching place to learn.

b. Provide the school's vision statement.

P ositive
G racious
E xcelling
S tudents

Learning and growing together.

2. School Environment

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

Administration meets with teachers during faculty meetings, team leader meetings and professional learning communities to provide leadership, guide data analysis and growth strategies, and to enhance their professional relationships and personal growth. Teachers apply these strategies in the classroom and are monitored during walk-throughs.

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

The school uses a school-wide positive behavior system (PBS) to create a safe environment for students by encouraging appropriate and respectful interactions among students and staff.

The school has various programs, including Safety Patrol for the school campus, duty personnel assigned to posts in the morning and afternoon, Science and Art Clubs, Leading Ladies and Urban Gentlemen.

The campus is secured through locked gates at all times, and all visitors are vetted through the VSoft system.

Anti-bullying assemblies are provided by guidance for all students.

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.

Pine Grove trains staff in the MTSS process. A Positive Behavior System committee, composed of teachers and administration, reviews suggestions and decide on courses of action. Awareness for the behavioral system is created through posters around the school, a PBS corner in the monthly school newsletter, school store, monthly behavioral recognition, and monitoring of classroom implementation

through regular walk-throughs.

Teachers are trained in school expectations before escalation of a behavioral concern. Parents of students with behavioral concerns must receive two discipline warning notices and teacher phone calls home, except for severe infractions. Behavioral contracts are available through the school's behavior specialist for students requiring additional support, that the teachers may use in the classroom environment. Serious behavioral infractions such as bullying and fighting, are documented on a discipline notice and referred directly to administration. When necessary, behavioral specialist or school psychologist will be asked to make observations and suggestions.

Teachers are also required to communicate with every child's parent on a regular basis to update them on their child's positive and negative academic and/or behavioral progress.

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.

Two full time guidance counselors provide services through small group and check-in/check-out services. School administration, behavior specialist and the school psychologist provide additional support as needed.

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.

NA

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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.

NA

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/466277>.

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.

A staff member will recruit and maintain the school's business partners in education. Through these partners we support school programs such as PBS and student achievement awards.

In addition, we partner with local churches to provide support for our school wide events, and help organize weekly weekend-backpacks with food for our neediest families. We partner with a group of doctors to promote healthy living through food and nutrition education. Tours are offered to interested partners and families. To show our appreciation we offer an annual recognition breakfast to our Partners in Education.

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
Ames, Jesha	Teacher, K-12
Haripersad, Angelina	Other
Reed, Galathea	Other
Pagano, Nick	Assistant Principal
Barnes, Kristal	Teacher, K-12
Reynolds, Katie	Teacher, K-12
Johnson, Nancy	Principal

b. Duties

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

Principal: facilitates weekly school-based leadership team, team leaders' meetings, faculty meeting and oversees school-wide instructional practices in all levels

Assistant Principal-Instructional Leader: assists and facilitates weekly school-based leadership team, team leaders' meetings, faculty meeting and oversees school-wide instructional practices in all levels, oversees the MTSS process, and coordinates professional development

Title I Facilitator: coordinate Title I programs, facilitate extended day, participates in weekly school-based leadership team and provide resources

Assessment Teacher: provide, analyze and disaggregate data for individual teachers and grade level teams, works closely with leadership team to focus on areas of concern, support MTSS, and participate in weekly school-based leadership team

Resource Teachers: provide MTSS services to identified students, assist teachers with data analysis, and participate in weekly leadership meetings

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 school leadership team meets weekly to identify needs of the school. We align appropriate resources to meet the identified areas of need through data disaggregation and review of survey results. The school utilizes the expertise of each team member to address these concerns. SBLT members divide responsibilities into different areas of expertise, and obtain advice from Title I personnel to determine availability of funding and resources.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Nancy Johnson	Principal
Elizabeth Soler	Business/Community
Emily Thomas	Business/Community
Amy Mirialakis	Business/Community
Angelina Haripersad	Teacher
Lauren Schumacher	Parent
Andrea Kelly	Parent
Amanda Thompson	Student
Josephine DeJesus-Davis	Parent
Sharleen Leonard	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

Results of the annual school survey were used to drive the development of last year's SIP. The SAC chair was involved in the committee working on the SIP. The draft was presented to SAC for input and approval.

b. Development of this school improvement plan

The SBLT team participated in the creation of the SIP using data from the 5E survey, previous year's school data and district AMOs. The SAC chair and members are given the opportunity to provide input. The SIP draft is presented by the Principal to the SAC and school staff for review and approval.

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

The principal/designee and SAC chairperson work together to present the ongoing budget during monthly meetings. All funding requests are considered by the SAC members and voted upon for approval.

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

The projects funded were for:
 Accelerated Reader \$3,699
 Books for Media \$1,000

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
Hackney, Keri Lynn	Teacher, ESE
Pellito, Bob	Instructional Media
Barnes, Kristal	Teacher, K-12
Reynolds, Katie	Teacher, K-12
Ames, Jesha	Teacher, K-12
Haripersad, Angelina	Other
Reed, Galathea	Other

b. Duties

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

Pine Grove's Literacy team is composed of Denise Toler, Keri Lynn Hackney, Bob Pellito, Kristal Barnes, Katie Reynolds, Jesha Ames, Angelina Haripersad, and Gale Reed. The team promotes

literary through activities such as Book Parade, Dr. Seuss Night and activities for district-wide literacy week event.

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.

School strategies for encouraging a positive working relationship between teachers are providing, (1) a common planning time during each school day, (2) arranging professional development/collaborative planning by grade level on district half days, and (3) providing an additional 30-minute monthly grade level meeting for analyzing data, and (4) weekly grade level meetings.

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

Pine Grove is a PBS school providing a positive school culture that fosters the sense of both family and belonging. The school strives for academic success through intensive concentration on reading, math, science, writing, technology and community involvement. Further support for staff is offered through the school's reading resource teachers and the Title I program.

The school maintains a relationship with colleges offering teacher preparatory programs by offering to house interns and provide support during their internship. All interns are offered the opportunity to participate in curriculum and best practices professional development.

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

The teacher mentoring program is being revised through district. Our representative, Kristal Barnes, is receiving training on the new program.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school ensures its instructional programs and materials are aligned to Florida's standards through following the district provided curriculum maps. Monitoring occurs through continuous walk-throughs by the administration using the Charlotte Danielson model and classroom look-fors. Support is provided through reading resource teachers for those needing help.

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 disaggregated through monthly data chats during monthly grade level data analysis and grade level team meetings. The state's assessments and previous documentation helped determine

students needing assistance through the MTSS process. The process is overseen by two guidance counselors.

RtI time is designated in the master schedule for primary and intermediate grades. Classroom teachers, resource teachers, and three paraprofessionals provide tiered instruction for differentiation in Tier 2 and 3 services, as well as enrichment. Tier 2 is provided by teachers and paraprofessionals, while Tier 3 is provided by certified instructional staff only. Paraprofessionals are trained on the use of approved instructional materials for Tier 2 delivery. The school's MTSS resource map provides accepted materials for these services.

The school has identified one enrichment class in each intermediate grade level using previous year data, to promote a more rigorous curriculum in all subject areas.

Title I provides funding for Morning Extended Day which targets the lowest quartile, as well as the resource teachers.

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

Strategy: Before School Program

Minutes added to school year: 1,080

Students will receive computer-based instruction using a research based program. The program will provide individualized instruction focusing on areas of weakness.

Strategy Rationale

The strategy offers academic instruction to support lowest quartile student needs in core curriculum.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Haripersad, Angelina, haripersad_a@hcsb.k12.fl.us

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

Data will be collected from I-Ready and SAM progress monitoring reports. The data is reviewed and monitored by the leadership team.

Strategy: After School Program

Minutes added to school year: 2,160

Students will receive computer-based instruction using a research based program. The program will provide individualized instruction focusing on areas of weakness.

Strategy Rationale

The strategy offers academic instruction in the core curriculum to Tier 2 students as indicated by iReady progress monitoring.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Haripersad, Angelina, haripersad_a@hcsb.k12.fl.us

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

Data will be collected from I-Ready and SAM progress monitoring reports. The data is reviewed and monitored by the leadership team.

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 Grove uses the Kindergarten Round Up program to assess incoming students and provide parents with resources for academic readiness. Kindergarten teachers present kindergarten readiness program to parents and caregivers of Head Start children and invite families to visit the school.

Pine Grove's fifth graders are assisted in transitioning to middle school through the 5th Grade Roll Up. This includes a welcome committee from middle school personnel where information is provided to our families on middle school expectations. Students are provided a tour of West Hernando Middle School. During the roll up, families are provided with an invitation to Open House and options for electives.

Fifth graders will attend a field trip to a college to generate interest in acquiring higher education. The Parent Academy of Hernando County offers a college and career expo where families can learn about different programs offered within the Hernando county school district.

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.

NA

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

NA

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

NA

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

NA

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Pine Grove will focus on increasing student achievement by utilizing data to drive and differentiate instruction.
- G2.** Provide students with enhanced educational opportunities utilizing real life experiences including an agricultural program and environmental activities.

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. Pine Grove will focus on increasing student achievement by utilizing data to drive and differentiate instruction. 1a

G099140

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	58.0
FSA ELA Achievement	57.0
FSA Mathematics Achievement	69.0

Targeted Barriers to Achieving the Goal 3

- Staff's level of knowledge and time management using available data from multiple sources to differentiate instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Three resource teachers and district subject-area coaches
- Administrative and district walkthroughs for support and feedback
- District curriculum maps
- Title I facilitator and Title I provided instructional resources
- Set RtI time for all grades in the daily schedule
- ESE teachers are actively involved in the MTSS block
- Full implementation of iReady Reading and Math

Plan to Monitor Progress Toward G1. 8

Data from I-Ready, SAM, DELAW, Standards Mastery, Balance and Benchmark assessments

Person Responsible

Nancy Johnson

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

(1) I-Ready: Percentage of students in grades K-5 at or above grade-level in ELA and Math will increase by 5% (2) SAM (Math): Percentage of students in grades K-5 scoring above 50% proficient will increase by 5% (3) SAM (Science): Percentage of students in grades 3-5 scoring above 60% proficient will increase by 5%

G2. Provide students with enhanced educational opportunities utilizing real life experiences including an agricultural program and environmental activities. 1a

G099141

Targets Supported 1b

Indicator	Annual Target
District Grade - Percentage of Points Earned	435.0

Targeted Barriers to Achieving the Goal 3

- Students' lack of motivation and opportunities to apply text-acquired knowledge to real world experiences.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Outdoor areas
- Agricultural program
- Environmental activities
- STEMScopes
- Promethean Board to enhance instructional opportunities

Plan to Monitor Progress Toward G2. 8

SAM Science for 5th grade, writing journal entries, science classroom journals, assessments from grades K through 5, and increased participation with science projects

Person Responsible

Nancy Johnson

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

SAM Science for 5th grade, writing journal entries, science classroom journals, and assessments from grades K through 5.

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. Pine Grove will focus on increasing student achievement by utilizing data to drive and differentiate instruction. **1**

 G099140

G1.B1 Staff's level of knowledge and time management using available data from multiple sources to differentiate instruction **2**

 B266900

G1.B1.S1 Common planning time **4**

 S282818

Strategy Rationale

Teachers will collaborate using the curriculum map, student data, and instructional resources to create differentiated lesson plans.

Action Step 1 **5**

Common planning time to disaggregate data and plan for instruction

Person Responsible

Nick Pagano

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Teachers use data and best practices to deliver instruction in small groups.

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

Monitoring is conducted through Administrative and District walkthroughs.

Person Responsible

Nick Pagano

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Walk through data and completion of specific classroom look fors

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

Student engagement and performance will increase as teachers increase the use of differentiated centers

Person Responsible

Nick Pagano

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Administrative walk throughs and data

G2. Provide students with enhanced educational opportunities utilizing real life experiences including an agricultural program and environmental activities. **1**

 G099141

G2.B1 Students' lack of motivation and opportunities to apply text-acquired knowledge to real world experiences. **2**

 B266901

G2.B1.S1 Students will participate in agricultural/environmental and STEM activities that will increase motivation and engagement while applying standards-based instruction to include writing activities. **4**

 S282819

Strategy Rationale

Participation in these activities will allow students to create connections of Florida Standards to real life, making standards-based instruction relevant to their everyday lives.

Participation in STEM and writing activities encourages deep and reflective thinking and enhances communication skills that are essential to the 21st Century workforce.

Action Step 1 **5**

Encourage outdoor activities to enhance instructional opportunities such as model solar system, edible garden, Florida friendly garden, and nature walks.

Person Responsible

Nancy Johnson

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student work samples, journals, and harvesting fruits and vegetables

Action Step 2 **5**

Students participate through science class on the wheel, Science Club and grade-level classroom activities

Person Responsible

Nancy Johnson

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Administrative observations, increase in SAM science progress monitoring

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

Administration will monitor the use of the outdoor areas through lesson plans and observations

Person Responsible

Nancy Johnson

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans, walk throughs and student work samples

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

Student engagement and motivation will increase through hands-on experiences that can positively influence student achievement.

Person Responsible

Nancy Johnson

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student journals, student collaborative groups, collaboration between classrooms and grade levels, and cross curricular student work

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					
G1.MA1 M414701	Data from I-Ready, SAM, DELAW, Standards Mastery, Balance and Benchmark assessments	Johnson, Nancy	8/14/2017	(1) I-Ready: Percentage of students in grades K-5 at or above grade-level in ELA and Math will increase by 5% (2) SAM (Math): Percentage of students in grades K-5 scoring above 50% proficient will increase by 5% (3) SAM (Science): Percentage of students in grades 3-5 scoring above 60% proficient will increase by 5%	6/1/2018 quarterly
G2.MA1 M414704	SAM Science for 5th grade, writing journal entries, science classroom journals, assessments from...	Johnson, Nancy	8/14/2017	SAM Science for 5th grade, writing journal entries, science classroom journals, and assessments from grades K through 5.	6/1/2018 biweekly
G1.B1.S1.MA1 M414699	Student engagement and performance will increase as teachers increase the use of differentiated...	Pagano, Nick	8/14/2017	Administrative walk throughs and data	6/1/2018 biweekly
G1.B1.S1.MA1 M414700	Monitoring is conducted through Administrative and District walkthroughs.	Pagano, Nick	8/14/2017	Walk through data and completion of specific classroom look fors	6/1/2018 biweekly
G1.B1.S1.A1 A381591	Common planning time to disaggregate data and plan for instruction	Pagano, Nick	8/14/2017	Teachers use data and best practices to deliver instruction in small groups.	6/1/2018 daily
G2.B1.S1.MA1 M414702	Student engagement and motivation will increase through hands-on experiences that can positively...	Johnson, Nancy	8/14/2017	Student journals, student collaborative groups, collaboration between classrooms and grade levels, and cross curricular student work	6/1/2018 quarterly
G2.B1.S1.MA1 M414703	Administration will monitor the use of the outdoor areas through lesson plans and observations	Johnson, Nancy	8/14/2017	Lesson plans, walk throughs and student work samples	6/1/2018 daily
G2.B1.S1.A1 A381592	Encourage outdoor activities to enhance instructional opportunities such as model solar system,...	Johnson, Nancy	8/14/2017	Student work samples, journals, and harvesting fruits and vegetables	6/1/2018 weekly
G2.B1.S1.A2 A381593	Students participate through science class on the wheel, Science Club and grade-level classroom...	Johnson, Nancy	8/14/2017	Administrative observations, increase in SAM science progress monitoring	6/1/2018 quarterly

V. Professional Development Opportunities

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

G1. Pine Grove will focus on increasing student achievement by utilizing data to drive and differentiate instruction.

G1.B1 Staff's level of knowledge and time management using available data from multiple sources to differentiate instruction

G1.B1.S1 Common planning time

PD Opportunity 1

Common planning time to disaggregate data and plan for instruction

Facilitator

School and district personnel

Participants

Grade level teachers

Schedule

Daily, from 8/14/2017 to 6/1/2018

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	Common planning time to disaggregate data and plan for instruction	\$0.00
2	G2.B1.S1.A1	Encourage outdoor activities to enhance instructional opportunities such as model solar system, edible garden, Florida friendly garden, and nature walks.	\$0.00
3	G2.B1.S1.A2	Students participate through science class on the wheel, Science Club and grade-level classroom activities	\$0.00
Total:			\$0.00