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Pine View School

1 PYTHON PATH, Osprey, FL 34229

www.sarasotacountyschools.net/pineview

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2017-18 Title I School | 2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Combination School 2-12 | No | 11% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| Special Education | No | 33% |

School Grades History

| | | | | |
|-------|---------|---------|---------|---------|
| Year | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| Grade | A | A | A | A* |

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Pine View School is to provide a qualitatively different learning environment that nurtures a passion for intellectual curiosity, that encourages risk-taking, independence and innovation, and that is committed to a tradition of academic excellence and social responsibility.

Provide the school's vision statement.

N/A

School Leadership Team

Membership

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

| Name | Title |
|-----------------|---------------------|
| Covert, Stephen | Principal |
| Fair, Sue | Assistant Principal |
| Rini, Alison | Assistant Principal |
| Allen, Tricia | Assistant Principal |
| Spielman, Tara | Assistant Principal |

Duties

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

Each administrator evaluates and oversees a portion of the staff. Dr. Covert focuses on all teachers who are new to teaching or to Pine View, along with all Department Chairs. Alison Rini is the Assistant Principal over elementary. Sue Fair, AP over middle school also supervises ESE and World Language. Tara Spielman, AP over high school, oversees CTE, Science and Math. Tricia Allen, the AP who oversees curriculum in grades 2-12, also works with the English and Social Studies departments.

Administrators collaborate with instructional leaders, parents, students and community members through Shared Decision Making Team and School Advisory Council, Instructional Leader Dinner Meetings, Department Meetings, Team Meetings, and various committees, such as the Dress Code and Climate Committees.

Early Warning Systems

Year 2017-18

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 | 4 | 6 | 6 | 7 | 6 | 8 | 28 | 22 | 21 | 39 | 80 | 227 |
| One or more suspensions | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 2 | 2 | 4 | 0 | 0 | 1 | 11 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Level 1 on statewide assessment | 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 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Retained Students: Previous Year(s) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |

Date this data was collected

Wednesday 9/19/2018

Year 2016-17 - As Reported

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 | 3 | 4 | 7 | 7 | 15 | 9 | 12 | 22 | 23 | 47 | 119 | 268 |
| One or more suspensions | 0 | 0 | 1 | 0 | 0 | 3 | 0 | 1 | 2 | 2 | 0 | 3 | 1 | 13 |
| 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 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Deferred Expulsion | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |

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 | 1 | 3 | 0 | 4 |

Year 2016-17 - Updated

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 | 3 | 4 | 7 | 7 | 15 | 9 | 12 | 22 | 23 | 47 | 119 | 268 |
| One or more suspensions | 0 | 0 | 1 | 0 | 0 | 3 | 0 | 1 | 2 | 2 | 0 | 3 | 1 | 13 |
| 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 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Deferred Expulsion | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |

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 | 1 | 3 | 0 | 4 | 8 |

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Learning Gains at 80% was our lowest category.

Which data component showed the greatest decline from prior year?

No school grade components declined.

Which data component had the biggest gap when compared to the state average?

We were above the state average in all categories.

Which data component showed the most improvement? Is this a trend?

Math Lowest Quartile showed the greatest improvement. We experienced increased learning gains in all components.

Describe the actions or changes that led to the improvement in this area.

We began using iReady with progress monitoring for lowest quartile last year in math and ELA. We also focused on learning gains school wide, providing student names and data to teachers and discussing progress monitoring at mid year and final evaluation meetings.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2018 | | | 2017 | | |
|------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 99% | 68% | 60% | 99% | 67% | 55% |

| School Grade Component | 2018 | | | 2017 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Learning Gains | 80% | 60% | 57% | 79% | 57% | 54% |
| ELA Lowest 25th Percentile | 85% | 55% | 52% | 82% | 51% | 49% |
| Math Achievement | 100% | 70% | 61% | 100% | 68% | 56% |
| Math Learning Gains | 88% | 64% | 58% | 86% | 65% | 54% |
| Math Lowest 25th Percentile | 88% | 59% | 52% | 86% | 59% | 48% |
| Science Achievement | 98% | 66% | 57% | 99% | 63% | 52% |
| Social Studies Achievement | 100% | 84% | 77% | 100% | 74% | 72% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | | | | | | Total |
|---------------------------------|-----------------------------------|----------|----------|----------|-----------|----------|------------|------------|------------|------------|-------------|--------------|
| | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 4 (3) | 6 (4) | 6 (7) | 7 (7) | 6 (15) | 8 (9) | 28 (12) | 22 (22) | 21 (23) | 39 (47) | 80 (119) | 227 (268) |
| One or more suspensions | 0 (1) | 1 (0) | 0 (0) | 0 (3) | 1 (0) | 2 (1) | 2 (2) | 4 (2) | 0 (0) | 0 (3) | 1 (1) | 11 (13) |
| Course failure in ELA or Math | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 1 (0) | 0 (0) | 0 (0) | 1 (0) |
| Level 1 on statewide assessment | 0 (0) | 0 (1) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (1) |

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | 98% | 68% | 30% | 57% | 41% |
| | 2017 | 97% | 71% | 26% | 58% | 39% |
| Same Grade Comparison | | 1% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 99% | 67% | 32% | 56% | 43% |
| | 2017 | 99% | 69% | 30% | 56% | 43% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 2% | | | | |
| 05 | 2018 | 99% | 66% | 33% | 55% | 44% |
| | 2017 | 99% | 66% | 33% | 53% | 46% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2018 | 99% | 63% | 36% | 52% | 47% |
| | 2017 | 99% | 65% | 34% | 52% | 47% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 07 | 2018 | 99% | 62% | 37% | 51% | 48% |

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2017 | 99% | 64% | 35% | 52% | 47% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2018 | 100% | 70% | 30% | 58% | 42% |
| | 2017 | 98% | 65% | 33% | 55% | 43% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | 1% | | | | |
| 09 | 2018 | 99% | 66% | 33% | 53% | 46% |
| | 2017 | 100% | 64% | 36% | 52% | 48% |
| Same Grade Comparison | | -1% | | | | |
| Cohort Comparison | | 1% | | | | |
| 10 | 2018 | 99% | 65% | 34% | 53% | 46% |
| | 2017 | 100% | 62% | 38% | 50% | 50% |
| Same Grade Comparison | | -1% | | | | |
| Cohort Comparison | | -1% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2018 | 99% | 72% | 27% | 62% | 37% |
| | 2017 | 100% | 71% | 29% | 62% | 38% |
| Same Grade Comparison | | -1% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2018 | 100% | 71% | 29% | 62% | 38% |
| | 2017 | 100% | 73% | 27% | 64% | 36% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2018 | 100% | 72% | 28% | 61% | 39% |
| | 2017 | 99% | 70% | 29% | 57% | 42% |
| Same Grade Comparison | | 1% | | | | |
| Cohort Comparison | | 0% | | | | |
| 06 | 2018 | 100% | 66% | 34% | 52% | 48% |
| | 2017 | 100% | 66% | 34% | 51% | 49% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 1% | | | | |
| 07 | 2018 | 0% | 73% | -73% | 54% | -54% |
| | 2017 | | | | | |
| Cohort Comparison | | -100% | | | | |
| 08 | 2018 | 100% | 63% | 37% | 45% | 55% |
| | 2017 | 100% | 75% | 25% | 46% | 54% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 100% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2018 | 99% | 67% | 32% | 55% | 44% |
| | 2017 | | | | | |
| Cohort Comparison | | | | | | |
| 08 | 2018 | 96% | 62% | 34% | 50% | 46% |
| | 2017 | | | | | |
| Cohort Comparison | | 96% | | | | |

| BIOLOGY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 100% | 75% | 25% | 65% | 35% |
| 2017 | 100% | 69% | 31% | 63% | 37% |
| Compare | | 0% | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 100% | 80% | 20% | 71% | 29% |
| 2017 | 100% | 97% | 3% | 69% | 31% |
| Compare | | 0% | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 100% | 76% | 24% | 68% | 32% |
| 2017 | 100% | 73% | 27% | 67% | 33% |
| Compare | | 0% | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 100% | 77% | 23% | 62% | 38% |
| 2017 | 100% | 71% | 29% | 60% | 40% |
| Compare | | 0% | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 100% | 71% | 29% | 56% | 44% |
| 2017 | 100% | 70% | 30% | 53% | 47% |
| Compare | | 0% | | | |

Subgroup Data

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 97 | 91 | 90 | 97 | 90 | | 94 | | | | |
| ASN | 100 | 86 | 87 | 100 | 91 | 84 | 100 | 100 | 100 | 100 | 94 |
| BLK | 100 | 82 | | 100 | 80 | | | | | | |
| HSP | 99 | 81 | 89 | 100 | 87 | 89 | 98 | 100 | 100 | 100 | 100 |
| MUL | 99 | 86 | 96 | 100 | 88 | 90 | 95 | 100 | 100 | 100 | 100 |
| WHT | 99 | 78 | 83 | 100 | 88 | 89 | 98 | 100 | 100 | 100 | 99 |
| FRL | 99 | 81 | 84 | 100 | 88 | 85 | 97 | 100 | 100 | 100 | 96 |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | 100 | 69 | | 100 | 86 | 92 | 100 | | | | |
| ASN | 98 | 85 | 82 | 100 | 93 | 83 | 99 | 100 | 100 | 100 | 100 |
| BLK | 100 | 100 | | 100 | 100 | | | | | | |
| HSP | 100 | 81 | 94 | 100 | 84 | 85 | 98 | 100 | 100 | 100 | 100 |
| MUL | 100 | 82 | 86 | 100 | 90 | 88 | 97 | 100 | 100 | | |
| WHT | 99 | 77 | 80 | 100 | 84 | 78 | 98 | 100 | 100 | 99 | 97 |
| FRL | 99 | 75 | 82 | 99 | 82 | 74 | 100 | 98 | 100 | 100 | 100 |

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Community and Diversity

Rationale There is a need for the creation of a central plan to address parent, student and staff perceptions.

Intended Outcome The first intended outcome is to increase positive interactions between the school, the community, our student body, staff and parents. A second outcome of this goal is to increase diversity awareness and appreciation.

Point Person Carole McLaughlin (carole.mclaughlin@sarasotacountyschools.net)

Action Step

In addition to continuing our support of the local Special Olympics event, Pine View students have raised funds to build a school in Haiti and intend to raise funds to build a second school in a high need area this year. Pine View students will also participate in a clothing drive to support foster children in the state of Florida.

Description Pine View staff and students will honor our veterans with our annual Veteran's Day Celebration, featuring active and retired veterans, speaking and being honored for their service. Students are paired with a veteran to escort to breakfast and introduce at the ceremony. Students participate school-wide by attending the breakfast, ceremony and/or parade. Students interview veterans for the school newspapers.

A Multicultural Diversity Committee has been established, including staff and students. This committee is focused on improving diversity awareness at Pine View and community outreach to students identified as gifted through universal screening efforts.

Pine View has provided funding and advisement to the district in order to begin a universal screening effort for Sarasota County 2nd graders in Title 1 schools. The intent is to provide access to any gifted and talented program for students who might not have been identified otherwise.

Person Responsible Alison Rini (alison.rini@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Feedback is collected from faculty, staff and community participants.

Person Responsible Carole McLaughlin (carole.mclaughlin@sarasotacountyschools.net)

Activity #2

| | |
|-------------------------|---|
| Title | Biology |
| Rationale | Although 100% of our students scored in the proficient or above range, our percentage of mastery fell slightly in all three reporting categories. |
| Intended Outcome | We will increase from 86% to 90% in the category of Molecular and Cellular Biology, and from 82% to 86% in Classification, Heredity, and Evolution, and from 77% to 81% in Organisms, Populations and Ecosystems. |
| Point Person | Stacey Chaillou (stacey.chaillou@sarasotacountyschools.net) |

Action Step

We will analyze our data and determine the test specifications for each Reporting Category, before determining focus areas for the school-year.

Biology teachers will work as a team of four to create a common midterm assessment and analyze results to plan further instruction. Teachers will undergo training on USA Test Prep to learn how to create common assessments and use the results.

Description Teachers will learn how to use benchmark results in the TES to access reports, such as the Distractor Analysis Report, which delineates the performance of subgroups. At Risk Standards will be examined by student and by standard, creating opportunities for small group and one-on-one instruction based on student deficits exhibited in the data.

Biology teachers will use the district dashboard to identify Lowest Quartile students and subgroup students, benchmark and common assessment data, to create individualized supports for identified students.

Person Responsible Tara Spielman (tara.spielman@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description All four Biology teachers, the Department Chair and AP over Curriculum will engage in a data analysis after the midterm and determine future steps.

Person Responsible Tricia Allen (tricia.allen@sarasotacountyschools.net)

| | |
|--------------------------------------|---|
| Activity #3 | |
| Title | ELA Reporting Categories |
| Rationale | Although 98% to 100% of our students scored in the proficient or above range in each grade level, we have analyzed specific reporting categories that could be improved at each grade level. |
| Intended Outcome | Although 5 of 7 grades raised their ELA scale score this year, the reporting categories of Integration of Knowledge and Ideas, as well as Evidence and Elaboration were consistently lowest. |
| Point Person | Paul Dean (paul.dean@sarasotacountyschools.net) |
| Action Step | |
| | We will analyze our data and determine the test specifications for each Reporting Category, before determining focus areas for the school-year at each grade level. |
| | ELA teachers in grades 9 and 10 will create a common assessment and engage in analysis of the data to focus PLC discussion and instruction for the remainder of the year. Teachers will undergo training on USA Test Prep to learn how to create common assessments and use the results. |
| Description | We will also use iReady data in grades 3-8 to monitor student progress in reading skills. |
| | Teachers will learn how to use benchmark results in the TES to access reports, such as the Distractor Analysis Report, which delineates the performance of subgroups. At Risk Standards will be examined by student and by standard, creating opportunities for small group and one-on-one instruction based on student deficits exhibited in the data. ELA teachers will use the district dashboard to identify Lowest Quartile students and subgroup students, benchmark and common assessment data, to create individualized supports for identified students. |
| Person Responsible | Tricia Allen (tricia.allen@sarasotacountyschools.net) |
| Plan to Monitor Effectiveness | |
| Description | All 9th and 10th grade teachers, along with the Department Chair and AP over Curriculum, will engage in a data analysis after the midterm and determine future instructional implications. Data from three iReady assessment periods will be analyzed with instructional leaders and teachers to determine student progress and actions needed. |
| Person Responsible | Tricia Allen (tricia.allen@sarasotacountyschools.net) |

Activity #4

Title Math Reporting Categories

Rationale Although 99% to 100% of our students scored in the proficient or above range in each grade level, and grades 4, 5, 6, and 8 increased their scale score in 2017, we have analyzed specific reporting categories that could be improved at each grade level.

The following increases in proficiency are expected:
Geometry: 74% to 78% in Similarity, Congruence, Right Triangles and Trig; 70% to 74% in Circles, Msmts., and Properties; 75% to 79 % in Modeling.
Algebra I: 77% to 81% in Alg Modeling; 74% to 78% in Functions Modeling; 66% to 70% in Statistics Number Systems.

Intended Outcome

Focus categories grades 3-8:
Grade 3- Measurement, Data, Geometry
Grade 4- Measurement, Data, Geometry and Numbers, Operations, Fractions
Grade 5- Measurement, Data, Geometry
Grade 6- Geometry
Grade 8- Functions and Geometry

Point Person

David Nezelek (david.nezelek@sarasotacountyschools.net)

Action Step

We will analyze our data and determine the test specifications for each Reporting Category, before determining focus areas for the school-year.

Geometry, Algebra 1 and 2, Math Analysis and Statistics teachers will work in subject area teams to create common assessment questions and analyze results to plan further instruction.

Teachers will undergo training on USA Test Prep to learn how to create common assessments and use the results.

Description

We will also use iReady data in grades 3-8 to monitor student progress in math skills.

Teachers with benchmark exams will learn how to use benchmark results in the TES to access reports, such as the Distractor Analysis Report, which delineates the performance of subgroups. At Risk Standards will be examined by student and by standard, creating opportunities for small group and one-on-one instruction based on student deficits exhibited in the data.

Math teachers will use the district dashboard to identify Lowest Quartile students and subgroup students, benchmark and common assessment data, to create individualized supports for identified students.

Person Responsible

Tricia Allen (tricia.allen@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description

All Geometry, Algebra 1 and 2, Math Analysis and Statistics teachers, along with the Department Chair and AP over Curriculum, will engage in a data analysis after the benchmark exams for Algebra and Geometry, and after the first semester exam for Statistics and Math Analysis to look for trends and determine future instructional implications.

Person Responsible Tricia Allen (tricia.allen@sarasotacountyschools.net)

Activity #5

Title Increase ELA Learning Gains and Lowest Quartile Learning Gains

Rationale Although we increased the number of ELA students making Learning Gains and ELA students from the Lowest Quartile making Learning Gains in 2016-17, we would like to increase gains in this category.

Intended Outcome Pine View will increase ELA Learning Gains from 80% to 83% and Lowest Quartile Learning Gains from 85% to 88%.

Point Person Tricia Allen (tricia.allen@sarasotacountyschools.net)

Action Step

Description

1. Teachers will be trained to use district dashboards to identify these students.
2. Department Chair, Dr. Paul Dean, will work with teachers to ensure they are using available sources of data to progress monitor students.
3. Differentiated, small group instruction will be encouraged.
4. Data will be used to group students strategically in learning activities.
5. Communication with parents, along with resources for students to practice at home, will be provided.

Person Responsible Tricia Allen (tricia.allen@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description

1. All ELA students in grades 3-8 will be monitored during three assessment periods with iReady. Teachers will undergo training on USA Test Prep to learn how to create common assessments and use the results.
2. 9th and 10th grade teachers will work on the creation of common assessments and discuss the progress of all students during PLCs.
3. A spreadsheet will be developed with our Lowest Quartile students and other students with indicators of concern, to be monitored monthly. Students exhibiting areas of continued concern despite intervention will be recommended for review by the School Wide Support Team.

Person Responsible Tricia Allen (tricia.allen@sarasotacountyschools.net)

Activity #6

| | |
|-------------------------|--|
| Title | Increase Math Learning Gains and Lowest Quartile Learning Gains |
| Rationale | Although we increased the number of Math students making Learning Gains by 2% and Math students from the Lowest Quartile making Learning Gains by 7% in 2016-17, we would like to increase gains in this category. |
| Intended Outcome | Pine View will increase the percentage of students making Learning Gains from 88% to 90% and the percentage of students from the Lowest Quartile making Learning Gains from 88% to 90%. |
| Point Person | Tricia Allen (tricia.allen@sarasotacountyschools.net) |

Action Step

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|---------------------------|--|
| Description | <ol style="list-style-type: none">1. Teachers will be trained to use district dashboards to identify these students.2. Department Chair, David Nezelek, will work with teachers to ensure they are using available sources of data to progress monitor students.3. Differentiated, small group instruction will be encouraged.4. Data will be used to group students strategically in learning activities.5. Communication with parents, along with resources for students to practice at home will be provided. |
| Person Responsible | Tricia Allen (tricia.allen@sarasotacountyschools.net) |

Plan to Monitor Effectiveness

| | |
|---------------------------|---|
| Description | <ol style="list-style-type: none">1. All Math students from grade 3 to 8, will be monitored during three assessment periods with iReady.2. Algebra 1 and 2, Geometry, Math Analysis and Statistics teachers will work on the creation of common assessments and discuss the progress of all students during PLCs.3. A spreadsheet will be developed with our Lowest Quartile students and other students with indicators of concern, to be monitored monthly. Students exhibiting areas of continued concern despite intervention will be recommended for review by the School Wide Support Team. |
| Person Responsible | Tricia Allen (tricia.allen@sarasotacountyschools.net) |

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|--------------------------------------|---|
| Activity #7 | |
| Title | Vision Development |
| Rationale | The Sarasota School Board recommended that Pine View stakeholders, led by Principal, Dr. Stephen Covert, revisit the characteristics which make our program unique and provide evidence of our self-study and recommendation for any changes to the school board in the Spring of 2019. |
| Intended Outcome | Pine View will revisit their mission and develop a vision through stakeholder input. Specific requirements unique to Pine View as a Magnet School will be addressed within the process. |
| Point Person | Stephen Covert (stephen.covert@sarasotacountyschools.net) |
| Action Step | |
| Description | <ol style="list-style-type: none">1. Develop a Steering Committee representative of our student body and community to help lead this process.2. Arrange for an outside facilitator of the Steering Committee.3. Study the requirements of similarly ranked schools, as well as other full time gifted programs.4. Develop a vision with input from the Steering Committee.5. Discuss particular characteristics unique to Pine View as a Magnet.6. Develop a plan to gather wider stakeholder input. |
| Person Responsible | Stephen Covert (stephen.covert@sarasotacountyschools.net) |
| Plan to Monitor Effectiveness | |
| Description | The Steering Committee is working with an outside facilitator who will lead us through the process. The school intends to do multiple checks for effectiveness throughout the process. Steering COmmittee members from the district office have been asked to participate on the committee. |
| Person Responsible | Stephen Covert (stephen.covert@sarasotacountyschools.net) |

Activity #8

Title Mild to Chronic Absenteeism

Rationale Moderate to chronic increases commensurate with the student grade level, peaking in the senior year.

Intended Outcome Decrease the number of moderate to chronic absences by 5% at each grade level, and 10% for seniors.

Point Person Tara Spielman (tara.spielman@sarasotacountyschools.net)

Action Step

Description

1. Meet with students after 5 unexcused absences.
2. Parent contact and a referral at 10 unexcused absences.
3. Daily SPUD report to correct attendance of students missing one or two periods per day.
4. Attendance is one of the criteria being monitored for Lower Quartile and students with multiple criteria of concern on a monthly basis.
5. Attendance will be a topic at the High School Parent Coffees.

Person Responsible Tara Spielman (tara.spielman@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Weekly attendance reports from the attendance secretary.
Monthly spreadsheet of students being progress monitored.

Person Responsible Tara Spielman (tara.spielman@sarasotacountyschools.net)

Activity #9

| | |
|-------------------------|---|
| Title | Gifted Instruction in Upper Level Math Courses on Campus |
| Rationale | Students at Pine View work at an accelerated grade level in math and English, often beginning Algebra in 7th grade. This cadre of students demonstrate the need for further instruction in mathematical skills at their level. Pine View students have been identified as gifted and have demonstrated the need for gifted services, including gifted-endorsed instructors. |
| Intended Outcome | Provide instruction by gifted-endorsed teachers on our campus in Multivariable Calculus and Differential Equations, and other upper level courses. |
| Point Person | Stephen Covert (stephen.covert@sarasotacountyschools.net) |

Action Step

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|---------------------------|---|
| Description | Forge a relationship with a university or college willing to provide Dual Enrollment courses by Pine View, Gifted endorsed teachers on our campus, specifically the Multivariable Calculus and Differential Equations courses at the high school level. |
| Person Responsible | Stephen Covert (stephen.covert@sarasotacountyschools.net) |

Plan to Monitor Effectiveness

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|---------------------------|--|
| Description | Meet with Catherine Coccozza throughout the year to determine the status of our request and the progress our district office is making with their contacts at FL DOE. |
| Person Responsible | Meet with Steve Cantees, Catherine Coccozza and Peni Riedinger throughout the year to determine progress finding a university or college to provide DE courses appropriate for gifted students. Catherine Coccozza (catherine.coccozza@sarasotacountyschools.net) |

Activity #10

Title College Readiness

Rationale In alignment with our district goals, 100% of our students should be college and career ready.

Intended Outcome Maintain 100% College and Career Readiness, as defined by student reported matriculation or acceptance into 2 or 4 year colleges and universities.

Point Person Stephen Covert (stephen.covert@sarasotacountyschools.net)

Action Step

100% of our 8th through 11th grade students will be offered the opportunity to take the PSAT at Pine View's expense.

100% of our high school students will have access to, have training on, and utilize Naviance.

Description We will continue our annual Career Exploration event, open to all high school students. We will seek out opportunities to expand our senior externship program. We will collaborate with district and community foundations to increase support for college and career resource professionals and administrative support personnel. We will develop an AP SPIN event to allow parents and students to explore all AP options.

Person Responsible Stephen Covert (stephen.covert@sarasotacountyschools.net)

Plan to Monitor Effectiveness

We will use the district dashboard to monitor the successful completion of accelerated coursework and/or certification in a CTE program.

Description PSAT scores will be used in course registration to encourage students to select accelerated options.

Externship teacher will work with AP to discuss growth in number and quality of opportunities for externship.

Person Responsible Tara Spielman (tara.spielman@sarasotacountyschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

PVs parental involvement targets include classroom and school events. Parental classroom involvement includes assistance (guest parent-teachers, who deliver a lesson with the teacher, as well as guest presenters on careers and special topics). At the school level, parents attend orientation nights (Open House), participate in Pine View PRIDE, which is a reward system for students going the extra degree, and various other school-wide events.

Parents are invited to join PVA. PVA raises money and funds special teacher projects and classroom needs, based on committee review of applications. This year PVA worked with community members to host a social for teachers, staff, parents, students and community together. The event was intended to benefit local restaurants that have been negatively impacted by red tide.

Parents are also invited to join the School Advisory committee, which reviews the SIP, our data, and monthly reports from staff members, and assists in guiding decision-making at the school.

PineViews is a publication that highlights some of the upcoming opportunities and achievements each month and is published by the PVA. Elementary and Secondary newspapers are produced at the school level.

Other ways parents get involved at PVS include the Pine View Foundation, Parent Education Programs, the Pine View Fair, Pinnacle, Parent Coffees for all new to PV parents, as well as additional Book Study Parent Coffees for topics related to gifted learners. Town Hall meetings are conducted each quarter. Recent topics included Dual Enrollment, Construction Updates, and the Cell Phone Policy.

College Night for 11th grade parents

Financial Aid night

Parent hosted moving-up celebrations for 5th to 6th and 8th to 9th

Hands-On Career Day, in which 9th and 10th graders attend on Saturday to meet local professionals in the careers indicated on their interest surveys.

Elementary Career Day, with parent volunteers.

PFEP Link

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

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.

Book studies and social-emotional training are offered to students, parents and staff. Dr. Cortman spoke to 9th grade students on resiliency. A follow up on the concept of a "Social Black Belt" is pending. A PVS teacher who lost her son, speaks to all 10th graders regarding breaking the code of silence when you have friends who use drugs. The SRO speaks to all high school students on Social Media Safety and targets the presentation to each grade level.

Elementary students are offered Friendship Groups to address social skills. Our middle school Counselor is conducting New to Pine View groups aimed at providing a smooth transition, and developing executive functioning skills and becoming accustomed to school culture and climate. Eighth and ninth grade students will be provided the opportunity to attend a New to Pine View Social and Informational Afternoon.

Our elementary and middle School Counselor operate a mentoring group called WEB , which is designed to assist our new to PV students. We have clubs designed to meet social-emotional needs specifically, including Run Club, Chill Club, Morning Mindfulness, Divorce and Loss Group and Inner Explorer, which is an anxiety reducing program.

Elementary students will learn about their Love Language as it pertains to the classroom and connecting with others at school. New programs this year include Just Say Hello and Say Something, which are Sandy Hook Promise initiatives which bring awareness to social isolation, how to better connect with others, and to recognize signs and signals of potential threat, including social media. All students are asked to sign a Social Media pledge.

Counselors provide small and large group counseling opportunities for students, as needs and patterns become apparent. Additionally, students of concern are discussed at School-Wide Support Team (SWST) meetings which are held twice a month or as needed.

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

Pine View has a unique population of students in that we service grades 2-12, and many of our students stay with us all 11 years. There is an AP assigned to elementary, middle and high school levels, and an AP over curriculum 2-12. Administrators and counselors meet to ensure a healthy transition from level to level within the school, and the School-Wide Support Team process is utilized.

When students opt to leave Pine View, an exit packet is completed by the parent. A conversation with the receiving school is completed as needed, depending on any existing concerns deemed informational to the receiving school. The following is a list of programs and interventions that support the transition from one school level to another:

Elementary:

- Summer Math Camp: Support in math skills and concepts to prepare for the next year.
- Summer Curriculum: Summer assignments to students can prepare to meet the incoming standards for the following grade.
- W.E.B. (Where Everyone Belongs) Student Organization provides activities to welcome new students
- Meet the Teacher
- Open House:
Pine View Perspective- a transition night offered to all incoming 6th grade students to help students transition to middle school.

Middle School:

In addition to all of the events offered to elementary students, MS students also have Transition Night- to help students transition to high school.

High School:

- Peer Mentoring
- Open House: Teachers present the families the course expectations, methods, and philosophy of different subject areas.
- W.E.B. (Where Everyone Belongs) Student Organization provides activities to welcome new students-
Grade Level Class Meetings

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 MTSS Leadership Team meets to formally collaborate as a School Wide Support Team (SWST) either once per week (elementary and middle) or twice monthly (high). School counselors set the agenda for SWST meetings. Summative and formative assessment data is examined to identify school, class, or individual student needs relative to attendance, behavior, and/or academics. Discussions also focus on the implementation of interventions and progress monitoring. If necessary, students of concern are brought up to Children At Risk in Education (CARE). The MTSS Leadership Team provides pertinent data related to attendance, behavior and academics.

Pine View administrators and the MTSS Team assist teachers in the MTSS process. Assistant Principals

and School Counselors facilitate the discussion of students of concern, beginning interventions, and monitoring intervention fidelity. Differentiating instruction is an essential component of MTSS' three-tiered model of interventions.

The district provides support and funding for a separate Gifted Magnet Program at Pine View. We use our AP funding to support our overall school curriculum as well as professional learning opportunities for staff and faculty. Pine View Association and Pine View Foundation as well as district funds support technology initiatives and curriculum projects. Pine View Association also provides the needed funding to allow Pine View to purchase additional staffing.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Lance Bergman serves as a College & Career Adviser for the 12th grade, and he works with the School Counselors to provide Naviance as a tool for data collection and college advising. Interest inventories are completed within the system, as well as college application work, resume work and college searches.

Grade-level School Counselors organize:

- Grade 8 working with counselor to do career exploration with a career interest inventory
- Small group sessions which combine academic and career planning in grades 9-12
- Individual sessions with grades 11-12
- College Visits throughout the year 11-12
- Use of Naviance Succeed Career and College Exploration software (Grades 9-12)
- Guided and independent use of college website resources
- College and Career Resource Website www.pvscollegecounseling.com
- Externship program where seniors are matched and placed in professional/business settings as interns

Part V: Budget

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| Total: | \$83,000.00 |
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