

Pinewood Elementary School



2014-15 School Improvement Plan

Pinewood Elementary School

5200 SE WILLOUGHBY BLVD, Stuart, FL 34997

pwe.sbmc.org

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

67%

Alternative/ESE Center

No

Charter School

No

Minority

54%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	B

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.

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, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

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.

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.

School Environment

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 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.

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

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.

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. The school counselor provides individual and group counseling sessions to students in every grade level on a number of issues.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	25	16	16	14	13	10	94
One or more suspensions	1	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	9	16	29	54

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

Indicator	Grade Level			Total
	K	4	5	
Students exhibiting two or more indicators	1	2	2	5

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

- daily attendance phone calls
- daily tardy phone calls
- after school tutorial program
- additional math staff support
- PD for instructional staff

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/187903>.

Description

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

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 their teacher

*The PTA will host an event a week before Open House to inspire increased parent participation

*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.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Green, Lawrence	Principal
Padgett, Heather	Instructional Coach
Raiford, Kelly	Instructional Coach
Ascuito, Andrea	Instructional Coach
Carroll, Dayna	SAC Member
Radcliff, Jennifer	Assistant Principal
Gilbride, Angie	Instructional Coach
Muto, Vanessa	Guidance Counselor
Michels, Jennifer	Instructional Coach

Duties

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.

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 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 to 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 FDLERS)
- 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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dayna Carroll	Teacher
Lawrence M. Green	Principal
Lilly Silva	Business/Community
Debra Kenyon	Business/Community
Suedmary Calderon	Education Support Employee
Amy Rodriguez	Parent
Sharon Lindsey	Parent
Sally-Ann Mikati	Parent
Tracy White	Parent

Duties

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

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.

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 and to assist the principal with the annual school budget.

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.

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. Such funds are recommended to benefit larger groups of students so that as many students as possible are benefiting.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Michels, Jennifer	Instructional Coach
Gilbride, Angie	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will be focused on analyzing current student data (FCAT, 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 Words Their Way and Guided Reading with fidelity.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

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

Providing new teachers to the county with mentors.
Offer on-going opportunities for professional growth.
Administration is responsible for this.

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. This year, we do not have any first year teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Instructional Strategies

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

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: 6,480

After school tutoring for students K - 5.

Strategy Rationale

Academic Support

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Green, Lawrence, greenl@martin.k12.fl.us

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

Pre and Post test for each six week tutoring group.

Strategy: Extended School Day

Minutes added to school year: 5,040

FASST Math, a math fact fluency computer-based program.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Green, Lawrence, greenl@martin.k12.fl.us

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

Management reports per student.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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.

College and Career Readiness

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

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

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

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

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.** Implementation of PLC's
- G2.** The percentage of students scoring a level 3 or above in math will increase.
- G3.** The percentage of students scoring Level 4 in Science will increase
- G4.** Increase number of parents attending grade level curriculum nights, parent-teacher conference nights, and math/science/literacy nights.
- G5.** The percentage of students achieving proficiency (Level 3) in Science will increase
- G6.** The percentage of students scoring at level 3 or above in reading will increase.

Strategic Goals Detail

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

G1. Implementation of PLC's 1a

G036869

Targets Supported 1b

Indicator	Annual Target
Teachers with advanced degrees	26.0
Certified in Field	100.0
Effective+ Teachers (Performance Rating)	100.0
ESOL Endorsed	90.0
Highly Qualified Teachers	100.0
Attendance rate	96.0
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- Coaches (Literacy, Math and Interventionist) will facilitate the creation of the PLC's covering the areas of Math, Reading, Writing, Science and Parent Involvement).
- Administration will share lessons learned from the PLC workshops from the summer provided by the district.

Targeted Barriers to Achieving the Goal 3

- Lack of time for instructional staff members after school. There are more and more meetings that have to take place.
- Teaching the instructional staff that collaboration can pay dividends and make their task easier.

Plan to Monitor Progress Toward G1. 8

PLC Meetings

Person Responsible

Jennifer Radcliff

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Sign in sheets; PLC Notes

G2. The percentage of students scoring a level 3 or above in math will increase. 1a

G036870

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	69.0
AMO Math - ELL	53.0
AMO Math - SWD	47.0

Resources Available to Support the Goal 2

- The Math Coaches are available to model and support the use of small group instruction during the math block.
- Differentiated instruction and opportunities for inquiry learning are available and can be supported by the Math Coaches.
- Unwrapped standards for every Florida Standard for math are available on the district website for teachers to access and use. They include academic vocabulary, essential questions, strong big ideas, and specific goals and scales.

Targeted Barriers to Achieving the Goal 3

- Students' limited exposure to math in the real-world due to poverty.
- Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor.
- Student motivation, engagement, and behavior needs to improve.

Plan to Monitor Progress Toward G2. 8

Testing data

Person Responsible

Kelly Raiford

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Scores will increase and student understanding will be evident on assessments

G3. The percentage of students scoring Level 4 in Science will increase 1a

G036871

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- Science Tutorial Program; Science Fair After School Meetings; Supplemental Science Instruction Through the Science Lab

Targeted Barriers to Achieving the Goal 3

- Large discrepancies in student ability and interest levels within each classroom.
- Need to stress student accountability and improve student accuracy of rating using self-monitoring scale.
- Need for teachers to gain deeper understanding of teaching CCSS with increased rigor and addressing cognitive complexity in questioning.
- Need to improve student behavior, motivation and engagement.
- Lack of Science instructional time

Plan to Monitor Progress Toward G3. 8

Discuss progress.

Person Responsible

Schedule

Evidence of Completion

FCAT 2014 Results

G4. Increase number of parents attending grade level curriculum nights, parent-teacher conference nights, and math/science/literacy nights. 1a

G036872

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Childcare
- Transportation
- Parent work schedules

Plan to Monitor Progress Toward G4. 8

Review sign-in sheets and telephone surveys

Person Responsible

Schedule

Evidence of Completion

Sign-in sheets and surveys

G5. The percentage of students achieving proficiency (Level 3) in Science will increase 1a

G036875

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

FCAT 2.0 Science Proficiency

Resources Available to Support the Goal 2

- Students in grades 3-5 have an opportunity to participate in a district science fair. Science fair workshop provided for students based on need.
- CCSS staff training; Increased use of Science journals in classrooms and in the lab; implementing CCSS to allow for cross content area learning; address cognitive complexity in questioning; Science related RtI intervention in vocabulary and fluency (specific grades)
- Principals, Assistant principal, coaches and lead teachers attend professional development with Larry Chew.
- Professional development of teachers in the use of science journals by district science curriculum coordinator and science lab teacher.
- Continue implementing school-wide PBIS/MTSS; Increased use of hands-on exploration; Use of district provided experiments; Increased use of student self rating scales
- Marzano strategy training for staff.

Targeted Barriers to Achieving the Goal 3

- Student inability to participate in the science fair because of the lack of home support.
- Students lack reading and writing skills in the science content area.
- Students' limited access to exploration and accessing scientific experiences in the real world due to poverty.
- Need to stress student accountability and improve student accuracy of rating using self-monitoring scale.
- Need to improve student behavior, motivation and engagement.

Plan to Monitor Progress Toward G5. 8

Review benchmark tests for grades 3-5. in grade level meetings.

Person Responsible

Schedule

Evidence of Completion

Sign in sheets.

G6. The percentage of students scoring at level 3 or above in reading will increase. 1a

G036876

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	47.0
AMO Reading - SWD	47.0
AMO Reading - All Students	66.0

Resources Available to Support the Goal 2

- Literacy Coaches are available to model lessons, provide feedback, and provide resources for instructional staff.
- Literacy Coaches will provide multiple training opportunities centered around guided reading, strategy lessons, word study, and small group instruction.
- Instructional Frameworks and assessment guide developed for K-5. Literacy coaches provide training and facilitate discussions around standards based instruction and standards based grading.

Targeted Barriers to Achieving the Goal 3

- Students are reading significantly below grade level.
- Instructional Staff needs more support in differentiated small group reading instruction.
- Teachers need deeper understanding and experience with the rigor of the Florida Standards.

Plan to Monitor Progress Toward G6. 8

Data Team Meetings

Person Responsible

Schedule

Evidence of Completion

Classroom Observations Student Progress Lesson Plans

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. Implementation of PLC's **1**

 G036869

G1.B1 Lack of time for instructional staff members after school. There are more and more meetings that have to take place. **2**

 B088382

G1.B1.S1 Streamline meeting schedule. **4**

 S122403

Strategy Rationale

Create more instructional staff for staff.

Action Step 1 **5**

PLC Training (Denny Berry)

Person Responsible

Lawrence Green

Schedule

Evidence of Completion

Sign in sheets; PLC Notes

G2. The percentage of students scoring a level 3 or above in math will increase. 1

G036870

G2.B1 Students' limited exposure to math in the real-world due to poverty. 2

B088385

G2.B1.S1 Provide math-based family nights up to 4 times per year. 4

S099055

Strategy Rationale

Math-based family nights will provide opportunities to expose parents to the relevance of math to real-world application which will then benefit our students.

Action Step 1 5

Family math games, make and take activities, and exposure to real-world math activities

Person Responsible

Kelly Raiford

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign in forms

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

Monitor structure and relevance of planned activities.

Person Responsible

Kelly Raiford

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

parent sign-in forms, volunteer sign-in forms, feedback from families

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

Event attendance and parent feedback

Person Responsible

Kelly Raiford

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Debriefing meeting

G2.B1.S2 Provide opportunities for students to explore real-world math during center activities, inquiry learning, enrichment, and homework. 4

 S099056

Strategy Rationale

Through exploration of real-world math, students will make connections between concepts learned in the classroom and the world around them.

Action Step 1 5

Scenarios and problems that pertain to real-world math topics will be presented and planned with teachers for students to explore and solve.

Person Responsible

Heather Padgett

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student work samples

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

Student work samples and student interviews

Person Responsible

Heather Padgett

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Work samples

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

Assessment results

Person Responsible

Heather Padgett


Schedule

Monthly, from 8/18/2014 to 6/5/2015


Evidence of Completion

Higher scores on assessments

G2.B2 Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor. 2

 B088386

G2.B2.S1 Process through standards together at weekly grade team meetings and monthly SIP meetings. 4

 S099057

Strategy Rationale

By providing multiple opportunities to continuously interact with the standards, teachers will become comfortable with incorporating them in their classrooms.

Action Step 1 5

Review Florida Standards as a team, explore the instructional frameworks, search for materials to support teaching of the rigorous standards, plan student experiences to master the standards

Person Responsible

Kelly Raiford

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Notes from weekly team meetings and monthly SIP meetings

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

Weekly lesson plans, meeting minutes, classroom experiences

Person Responsible

Kelly Raiford

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans, observations of lesson delivery, meeting minutes

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

Observation of classroom lessons

Person Responsible

Kelly Raiford

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Meeting minutes, lesson plans, lesson implementation

G2.B2.S2 Provide strategy professional development to staff. 4

 S099058

Strategy Rationale

To continue to familiarize teachers with the change of standards and how to implement instructional practices that differentiate the learning of all students.

Action Step 1 5

Instructional Coaches to provide professional development on high impact strategies relevant to each grade level and/or each staff member

Person Responsible

Heather Padgett

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Agendas, evaluations, meeting minutes

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

PD outline, teacher evaluations

Person Responsible

Heather Padgett

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Observational notes, evaluations

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

Implementation of strategies within the classroom

Person Responsible

Heather Padgett

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student performance on various assessments

G2.B3 Student motivation, engagement, and behavior needs to improve. 2

B088387

G2.B3.S1 Implement school-wide PBIS and RtIB process. 4

S099059

Strategy Rationale

Through positive feedback, students classroom behavior will improve which will lead to academic growth.

Action Step 1 5

Fully implement all components of the school-wide PBIS process.

Person Responsible

Kelly Raiford

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student paw prints, attendance at school-wide PBIS events, observations by administration and district personnel

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

Observe participation in the implementation of the PBIS process

Person Responsible

Kelly Raiford

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student interest and understanding of the process, paw prints handed out, evidence of reteaching of appropriate behavior

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

Monitor number of minor and major referrals

Person Responsible

Kelly Raiford

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Report out on findings, fewer referrals to the office and to the RtIB team

G2.B3.S2 Increase opportunities for students to rate their own behavior and their content knowledge using specific scales before, during, and after lesson implementation. 4

 S099060

Strategy Rationale

Students will be given the opportunity to reflect and self-monitor their own behavior and academic progress, creating ownership.

Action Step 1 5

Take time for students to monitor progress according to specific scales

Person Responsible

Heather Padgett

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Observation by administration and teacher lesson plans reflecting targeted students for small group instruction

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

Note when students have opportunities for reflection and interview students regarding their ratings

Person Responsible

Heather Padgett

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Observation notes

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

Heightened student awareness of behavior and engagement in lessons

Person Responsible

Heather Padgett

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Higher student achievement, rich classroom discussions, fewer referrals or behavior intervention necessary

G3. The percentage of students scoring Level 4 in Science will increase **1**

G036871

G3.B1 Large discrepancies in student ability and interest levels within each classroom. **2**

B088388

G3.B1.S1 Science Fair encouraged for K-5th grade; use of 5E lessons within the classroom; encourage self directed learning projects focused on different learning styles; provide students daily access to non-fiction science books **4**

S099061

Strategy Rationale

Action Step 1 **5**

Implement 5E lessons, self directed learning projects, use of daily non fiction books and encourage participation in the science fair.

Person Responsible

Michelle Heath

Schedule

On 9/29/2014

Evidence of Completion

Classroom observations; Lesson plans; display of projects in Library or common area of school.

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

Communicate location of materials and resources for implementation to instructional staff.

Person Responsible

Schedule

Evidence of Completion

SIP notes

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

Committee members discuss and plan for implementation in their grade-level.

Person Responsible

Schedule


Evidence of Completion

Classroom observations; Lesson plans; display of projects in Library or common area of school

G3.B2 Need to stress student accountability and improve student accuracy of rating using self-monitoring scale. 2

 B088389

G3.B2.S1 Marzano strategy training for staff 4

 S099062

Strategy Rationale

Action Step 1 5

Marzano Training

Person Responsible

Lawrence Green

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Sign In Sheets

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

Implementation of strategies from training.

Person Responsible

Schedule

Evidence of Completion

Teacher evaluation

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

Instructional implementation effects student learning.

Person Responsible

Schedule


Evidence of Completion

Student evidence Teacher evaluation

G3.B3 Need for teachers to gain deeper understanding of teaching CCSS with increased rigor and addressing cognitive complexity in questioning. 2

 B088390

G3.B3.S1 CCSS staff training; Cross grade level meetings; further training/guidance using Science journals; Use 5E lessons from AIMs and those provided by district as well as Project Based Learning. 4

 S099063

Strategy Rationale

Action Step 1 5

Discuss and plan for use.

Person Responsible

Jennifer Radcliff

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Classroom observations, lesson plans, focus calendars, scope & sequence, assessments

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

Review as needed and share ideas.

Person Responsible

Schedule

Evidence of Completion

Classroom observations, lesson plans, focus calendars, scope & sequence, assessments

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

Review benchmarks.

Person Responsible

Schedule


Evidence of Completion

Sign in sheets.

G3.B4 Need to improve student behavior, motivation and engagement. 2

 B088391

G3.B4.S1 Continue implementing school-wide PBIS/MTSS; Increased use of hands-on exploration; Use of district provided experiments; Increased use of student self rating scales 4

 S099064

Strategy Rationale

Action Step 1 5

Share ideas to engage students using PBIS, Labs, and self rating.

Person Responsible

Michelle Heath

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Classroom observations; rubrics; Student feedback; Behavior tracking forms; PBIS data

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Planning and implementation/revision of labs, Shared scales for Science benchmarks. Revision or use of Scales included in district lab investigations.

Person Responsible

Schedule

Evidence of Completion

Meeting notes

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Analyze data during meetings and communicate to instructional staff effectiveness.


Person Responsible

Schedule


Evidence of Completion

Classroom observations ; rubrics; Student feedback; Behavior tracking forms; PBIS data

G3.B5 Lack of Science instructional time **2**

 B088392

G3.B5.S1 Grade levels to decide which benchmarks should be stressed in more depth in Science Lab; Follow instructional focus calendars in each grade level. **4**

 S099065

Strategy Rationale

Action Step 1 **5**

Decide areas of deficiency.

Person Responsible

Michelle Heath

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Classroom observations; lesson plans; instructional focus calendars

Plan to Monitor Fidelity of Implementation of G3.B5.S1 **6**

Communicate needs to Science Lab teacher

Person Responsible

Schedule

Evidence of Completion

Classroom observations; lesson plans; instructional focus calendars

Plan to Monitor Effectiveness of Implementation of G3.B5.S1 **7**

Analyze benchmark data.

Person Responsible

Schedule

Evidence of Completion

Increased benchmark scores.

G4. Increase number of parents attending grade level curriculum nights, parent-teacher conference nights, and math/science/literacy nights. 1

G036872

G4.B1 Childcare 2

B088393

G4.B1.S1 Staff, PTA and High School volunteers to watch children so that parents can fully participate in parent involvement activities. 4

S099066

Strategy Rationale

Action Step 1 5

Provide childcare with age-appropriate games and activities.

Person Responsible

Schedule

Evidence of Completion

Sign-in sheets

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

Monitor childcare services

Person Responsible

Schedule

Evidence of Completion

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

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

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

Person Responsible

Schedule

Evidence of Completion

Sign- in sheets

G4.B2 Transportation 2

 B088394

G4.B2.S1 Provide bus transportation to neighborhoods where transportation needs exist. 4

 S099067

Strategy Rationale

Action Step 1 5

Provide bus transportation to Math/Science/Literacy nights.

Person Responsible

Schedule

Evidence of Completion

Bus transportation sign-in sheets

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

Monitor bus requests

Person Responsible

Schedule

Evidence of Completion

Bus request form

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

Telephone survey of parents using bus transportation

Person Responsible

Schedule

Evidence of Completion

Telephone log

G4.B3 Parent work schedules 2

 B088395

G4.B3.S1 Flex schedule events to make them convenient for working parents. 4

 S099069

Strategy Rationale

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

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

Flex schedule for working parents

Person Responsible

Schedule

Evidence of Completion

Schedule

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

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

Person Responsible

Schedule

Evidence of Completion

Sign in sheets

G5. The percentage of students achieving proficiency (Level 3) in Science will increase 1

 G036875

G5.B1 Student inability to participate in the science fair because of the lack of home support. 2

 B088399

G5.B1.S1 Student survey of interest and needs to complete a science fair project. 4

 S099075

Strategy Rationale

Action Step 1 5

Teachers will survey students of their interest and send home a flyer to interested students. Students with a need for help will return flyers to indicate the need.

Person Responsible

Michelle Heath

Schedule

Evidence of Completion

Teachers will return flyers signed by interested students in a science fair club.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Student interest in Science Fair project

Person Responsible

Michelle Heath

Schedule

Evidence of Completion

Survey

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Creation of student Science Fair projects

Person Responsible

Schedule

Evidence of Completion

Number of projects

G5.B2 Students lack reading and writing skills in the science content area. 2

B088400

G5.B2.S1 CCSS staff training; Increased use of Science journals in classrooms and in the lab; implementing CCSS to allow for cross content area learning; address cognitive complexity in questioning; Science related Rtl intervention in vocabulary and fluency (specific grades) 4

S099076

Strategy Rationale

Action Step 1 5

Professional development, and cross curricular planning of instructional staff.

Person Responsible

Schedule

Evidence of Completion

Classroom observations; lesson plans; assessments; student journals

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Discuss and review process.

Person Responsible

Schedule

Evidence of Completion

2014 FCAT results

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Discuss and problem solve during meetings.

Person Responsible

Schedule

Evidence of Completion

2014 FCAT results

G5.B2.S2 Professional development of teachers in the use of science journals led by the science lab teacher. 4

 S099077

Strategy Rationale

Action Step 1 5

Professional development of teachers in the use of science journals and journal resource sharing by the science lab teacher for new teachers and others who may have a need.

Person Responsible

Michelle Heath

Schedule

On 1/31/2015

Evidence of Completion

ERO

Plan to Monitor Fidelity of Implementation of G5.B2.S2 6

Professional development of teachers in the use of science journals by district science curriculum coordinator and science lab teacher.

Person Responsible

Schedule

Evidence of Completion

ERO and Lesson Plans

Plan to Monitor Effectiveness of Implementation of G5.B2.S2 7

Use of science journals in classroom instruction

Person Responsible

Schedule

Evidence of Completion

Lesson Plans and observations

G5.B3 Students' limited access to exploration and accessing scientific experiences in the real world due to poverty. 2

 B088401

G5.B3.S1 Teachers increase science exploration by implementing district wide science labs. 4

 S099078

Strategy Rationale

Action Step 1 5

Incorporate labs in lesson plans

Person Responsible

Schedule

Evidence of Completion

Focus calendar, lesson plans

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

grade level meetings

Person Responsible

Schedule

Evidence of Completion

lesson plans

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Communicate effectiveness of lab plans in the classroom(ease of use, materials available, etc...).

Person Responsible

Schedule

Evidence of Completion

SIP Notes

G5.B3.S2 Family Science night at the school site 4

S099079

Strategy Rationale

Action Step 1 5

Plan Family Science Nights

Person Responsible

Schedule

Evidence of Completion

Sign in sheets

Plan to Monitor Fidelity of Implementation of G5.B3.S2 6

Grade level collaboration on ways to increase opportunity for students; evaluation forms

Person Responsible

Schedule

Evidence of Completion

Sign-in forms;

Plan to Monitor Effectiveness of Implementation of G5.B3.S2 7

Discuss effectiveness of event.

Person Responsible

Schedule

Evidence of Completion

Committee notes

G5.B5 Need to stress student accountability and improve student accuracy of rating using self-monitoring scale. 2

 B088403

G5.B5.S1 Marzano strategy training for staff. 4

 S099081

Strategy Rationale

Action Step 1 5

Professional Development

Person Responsible

Schedule

Evidence of Completion

Sign in with ERO

Plan to Monitor Fidelity of Implementation of G5.B5.S1 6

Instructional staff implements the strategies in lessons

Person Responsible

Schedule

Evidence of Completion

Teacher evaluations

Plan to Monitor Effectiveness of Implementation of G5.B5.S1 7

Teachers provide feedback to Marzano team to monitor effectiveness of training after utilization of the strategies.


Person Responsible

Schedule


Evidence of Completion

Training feedback forms.

G5.B6 Need to improve student behavior, motivation and engagement. 2

 B088404

G5.B6.S1 Continue implementing school-wide PBIS/MTSS; Increased use of hands-on exploration; Use of district provided experiments; Increased use of student self rating scales. 4

 S099082

Strategy Rationale

Action Step 1 5

Plan labs and utilize them, encourage students with PBIS. Explore new ways for students to self rate.

Person Responsible

Schedule

Evidence of Completion

Classroom observations; rubrics; Student feedback; Behavior tracking forms; PBIS data

Plan to Monitor Fidelity of Implementation of G5.B6.S1 6

Update focus calendars as needed in grade-levels, discuss/review use of labs as a grade-level.

Person Responsible

Schedule

Evidence of Completion

Classroom observations; rubrics; Student feedback; Behavior tracking forms; PBIS data, sign in sheets

Plan to Monitor Effectiveness of Implementation of G5.B6.S1 7

Discuss effectiveness of the systems in place

Person Responsible

Schedule

Evidence of Completion

Committee and grade level meeting notes.


G6. The percentage of students scoring at level 3 or above in reading will increase. 1

 G036876

G6.B1 Students are reading significantly below grade level. 2

 B088405

G6.B1.S1 Ongoing professional development around analyzing student data (Running Records) and differentiating instruction based on student needs. 4

 S099083

Strategy Rationale

Increasing teacher capacity will enhance core instruction and student achievement.

Action Step 1 5

Instructional Coaches will facilitate professional development focused on analyzing student data and differentiated instruction.

Person Responsible

Angie Gilbride

Schedule

Biweekly, from 8/13/2014 to 6/5/2015

Evidence of Completion

running records, classroom observations, iReady

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Coaching, modeling, deliver PD, collaborative planning, and team meetings

Person Responsible

Angie Gilbride

Schedule

Biweekly, from 8/13/2014 to 6/5/2015

Evidence of Completion

surveys, running records, classroom observations, iReady

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G6.B2 Instructional Staff needs more support in differentiated small group reading instruction. 2

B088406

G6.B2.S1 Literacy coaches will model best instructional practices, facilitate discussions, and reflect with teachers on instructional practice. 4

S099085

Strategy Rationale

Modeling with explicit feedback through the coaching cycle will increase teachers' comfort level and proficiency with the instructional shifts inherent in standards based instruction.

Action Step 1 5

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

Person Responsible

Angie Gilbride

Schedule

Biweekly, from 8/13/2014 to 6/5/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Coaches' Log
Teacher Feedback
Student Progress

Person Responsible

Angie Gilbride

Schedule

Biweekly, from 8/13/2014 to 6/5/2015

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Teacher Feedback
Student Progress

Person Responsible

Angie Gilbride

Schedule

Biweekly, from 8/13/2014 to 6/5/2015

Evidence of Completion

Evaluations in ERO Teacher Feedback Student Progress

G6.B3 Teachers need deeper understanding and experience with the rigor of the Florida Standards. 2

 B088407

G6.B3.S1 Process through standards at weekly grade team meetings and monthly SIP Literacy Committee Meetings. 4

 S099087

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
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

Angie Gilbride

Schedule

Biweekly, from 8/6/2014 to 6/5/2015

Evidence of Completion

Notes from team meetings and monthly Literacy Leadership Team meetings

Plan to Monitor Fidelity of Implementation of G6.B3.S1 6

Weekly Lesson Plans
Meeting Minutes
Classroom Experiences

Person Responsible

Angie Gilbride

Schedule

Biweekly, from 8/13/2014 to 6/5/2015

Evidence of Completion

Lesson Plans Observations of Lesson Delivery Meeting Minutes

Plan to Monitor Effectiveness of Implementation of G6.B3.S1 7

Plan - Model - Observe - Feedback

Person Responsible

Angie Gilbride

Schedule

Biweekly, from 8/13/2014 to 6/5/2015

Evidence of Completion

Meeting Minutes Lesson Plans Lesson Implementation

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Family math games, make and take activities, and exposure to real-world math activities	Raiford, Kelly	8/18/2014	Sign in forms	6/5/2015 quarterly
G2.B1.S2.A1	Scenarios and problems that pertain to real-world math topics will be presented and planned with teachers for students to explore and solve.	Padgett, Heather	8/18/2014	Student work samples	6/5/2015 monthly
G2.B2.S1.A1	Review Florida Standards as a team, explore the instructional frameworks, search for materials to support teaching of the rigorous standards, plan student experiences to master the standards	Raiford, Kelly	8/18/2014	Notes from weekly team meetings and monthly SIP meetings	6/5/2015 monthly
G2.B2.S2.A1	Instructional Coaches to provide professional development on high	Padgett, Heather	8/18/2014	Agendas, evaluations, meeting minutes	6/5/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	impact strategies relevant to each grade level and/or each staff member				
G2.B3.S1.A1	Fully implement all components of the school-wide PBIS process.	Raiford, Kelly	8/18/2014	Student paw prints, attendance at school-wide PBIS events, observations by administration and district personnel	6/5/2015 daily
G2.B3.S2.A1	Take time for students to monitor progress according to specific scales	Padgett, Heather	8/18/2014	Observation by administration and teacher lesson plans reflecting targeted students for small group instruction	6/5/2015 weekly
G3.B1.S1.A1	Implement 5E lessons, self directed learning projects, use of daily non fiction books and encourage participation in the science fair.	Heath, Michelle	9/29/2014	Classroom observations; Lesson plans; display of projects in Library or common area of school.	9/29/2014 one-time
G3.B3.S1.A1	Discuss and plan for use.	Radcliff, Jennifer	8/18/2014	Classroom observations, lesson plans, focus calendars, scope & sequence, assessments	6/3/2015 monthly
G3.B4.S1.A1	Share ideas to engage students using PBIS, Labs, and self rating.	Heath, Michelle	8/18/2014	Classroom observations; rubrics; Student feedback; Behavior tracking forms; PBIS data	6/3/2015 monthly
G3.B5.S1.A1	Decide areas of deficiency.	Heath, Michelle	8/18/2014	Classroom observations; lesson plans; instructional focus calendars	6/3/2015 monthly
G4.B1.S1.A1	Provide childcare with age-appropriate games and activities.		Sign-in sheets	once	
G4.B2.S1.A1	Provide bus transportation to Math/ Science/Literacy nights.		Bus transportation sign-in sheets	once	
G4.B3.S1.A1	[no content entered]			once	
G5.B1.S1.A1	Teachers will survey students of their interest and send home a flyer to interested students. Students with a need for help will return flyers to indicate the need.	Heath, Michelle	Teachers will return flyers signed by interested students in a science fair club.	one-time	
G5.B2.S1.A1	Professional development, and cross curricular planning of instructional staff.		Classroom observations; lesson plans; assessments; student journals	once	
G5.B2.S2.A1	Professional development of teachers in the use of science journals and journal resource sharing by the science lab teacher for new teachers and others who may have a need.	Heath, Michelle	9/15/2014	ERO	1/31/2015 one-time
G5.B3.S1.A1	Incorporate labs in lesson plans		Focus calendar, lesson plans	once	
G5.B3.S2.A1	Plan Family Science Nights		Sign in sheets	one-time	
G5.B5.S1.A1	Professional Development		Sign in with ERO	once	
G5.B6.S1.A1	Plan labs and utilize them, encourage students with PBIS. Explore new ways for students to self rate.		Classroom observations; rubrics; Student feedback; Behavior tracking forms; PBIS data	once	

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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
G6.B2.S1.A1	Model Lessons Staff Meetings Professional Development/Trainings Grade Level Meetings Individual Teacher Discussions	Gilbride, Angie	8/13/2014	Coaches' Log Sign-in Forms PD/ Training Evaluations in ERO	6/5/2015 biweekly
G6.B3.S1.A1	Review Florida Standards as a team Explore Instructional Frameworks Gather materials to support teaching to the rigor of the Florida Standards Plan instructional strategies and lessons to support mastery of the Florida Standards	Gilbride, Angie	8/6/2014	Notes from team meetings and monthly Literacy Leadership Team meetings	6/5/2015 biweekly
G6.B1.S1.A1	Instructional Coaches will facilitate professional development focused on analyzing student data and differentiated instruction.	Gilbride, Angie	8/13/2014	running records, classroom observations, iReady	6/5/2015 biweekly
G1.B1.S1.A1	PLC Training (Denny Berry)	Green, Lawrence	8/13/2014	Sign in sheets; PLC Notes	one-time
G3.B2.S1.A1	Marzano Training	Green, Lawrence	8/18/2014	Sign In Sheets	6/3/2015 monthly
G1.MA1	PLC Meetings	Radcliff, Jennifer	9/8/2014	Sign in sheets; PLC Notes	6/5/2015 monthly
G2.MA1	Testing data	Raiford, Kelly	8/18/2014	Scores will increase and student understanding will be evident on assessments	6/5/2015 monthly
G2.B1.S1.MA1	Event attendance and parent feedback	Raiford, Kelly	8/18/2014	Debriefing meeting	6/5/2015 quarterly
G2.B1.S1.MA1	Monitor structure and relevance of planned activities.	Raiford, Kelly	8/18/2014	parent sign-in forms, volunteer sign-in forms, feedback from families	6/5/2015 quarterly
G2.B2.S1.MA1	Observation of classroom lessons	Raiford, Kelly	8/18/2014	Meeting minutes, lesson plans, lesson implementation	6/5/2015 monthly
G2.B2.S1.MA1	Weekly lesson plans, meeting minutes, classroom experiences	Raiford, Kelly	8/18/2014	Lesson plans, observations of lesson delivery, meeting minutes	6/5/2015 monthly
G2.B3.S1.MA1	Monitor number of minor and major referrals	Raiford, Kelly	8/18/2014	Report out on findings, fewer referrals to the office and to the RtIB team	6/5/2015 quarterly
G2.B3.S1.MA1	Observe participation in the implementation of the PBIS process	Raiford, Kelly	8/18/2014	Student interest and understanding of the process, paw prints handed out, evidence of reteaching of appropriate behavior	6/5/2015 daily
G2.B1.S2.MA1	Assessment results	Padgett, Heather	8/18/2014	Higher scores on assessments	6/5/2015 monthly
G2.B1.S2.MA1	Student work samples and student interviews	Padgett, Heather	8/18/2014	Work samples	6/5/2015 monthly
G2.B2.S2.MA1	Implementation of strategies within the classroom	Padgett, Heather	8/18/2014	Student performance on various assessments	6/5/2015 monthly
G2.B2.S2.MA1	PD outline, teacher evaluations	Padgett, Heather	8/18/2014	Observational notes, evaluations	6/5/2015 monthly
G2.B3.S2.MA1	Heightened student awareness of behavior and engagement in lessons	Padgett, Heather	8/18/2014	Higher student achievement, rich classroom discussions, fewer referrals or behavior intervention necessary	6/5/2015 weekly
G2.B3.S2.MA1	Note when students have opportunities for reflection and interview students regarding their ratings	Padgett, Heather	8/18/2014	Observation notes	6/5/2015 weekly
G3.MA1	Discuss progress.		FCAT 2014 Results	once	
G3.B1.S1.MA1	Committee members discuss and plan for implementation in their grade-level.		Classroom observations; Lesson plans; display of projects in Library or	once	

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Pinewood Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			common area of school		
G3.B1.S1.MA1	Communicate location of materials and resources for implementation to instructional staff.		SIP notes	once	
G3.B2.S1.MA1	Instructional implementation effects student learning.		Student evidence Teacher evaluation	once	
G3.B2.S1.MA1	Implementation of strategies from training.		Teacher evaluation	once	
G3.B3.S1.MA1	Review benchmarks.		Sign in sheets.	once	
G3.B3.S1.MA1	Review as needed and share ideas.		Classroom observations, lesson plans, focus calendars, scope & sequence, assessments	once	
G3.B4.S1.MA1	Analyze data during meetings and communicate to instructional staff effectiveness.		Classroom observations ; rubrics; Student feedback; Behavior tracking forms; PBIS data	once	
G3.B4.S1.MA1	Planning and implementation/revision of labs, Shared scales for Science benchmarks. Revision or use of Scales included in district lab investigations.		Meeting notes	once	
G3.B5.S1.MA1	Analyze benchmark data.		Increased benchmark scores.	once	
G3.B5.S1.MA1	Communicate needs to Science Lab teacher		Classroom observations; lesson plans; instructional focus calendars	once	
G4.MA1	Review sign-in sheets and telephone surveys		Sign-in sheets and surveys	once	
G4.B1.S1.MA1	Comparison of sign-in sheets from past years to this year to track parent involvement numbers.		Sign- in sheets	once	
G4.B1.S1.MA1	Monitor childcare services		Checklist of childcare program to be provided to the school principal.	once	
G4.B2.S1.MA1	Telephone survey of parents using bus transportation		Telephone log	once	
G4.B2.S1.MA1	Monitor bus requests		Bus request form	once	
G4.B3.S1.MA1	Attendance at grade level curriculum nights, parent-teacher conference		Sign in sheets	once	

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Pinewood Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	nights, and math/science/literacy nights.				
G4.B3.S1.MA1	Flex schedule for working parents		Schedule	once	
G5.MA1	Review benchmark tests for grades 3-5. in grade level meetings.		Sign in sheets.	once	
G5.B1.S1.MA1	Creation of student Science Fair projects		Number of projects	once	
G5.B1.S1.MA1	Student interest in Science Fair project	Heath, Michelle	Survey	one-time	
G5.B2.S1.MA1	Discuss and problem solve during meetings.		2014 FCAT results	once	
G5.B2.S1.MA1	Discuss and review process.		2014 FCAT results	once	
G5.B3.S1.MA1	Communicate effectiveness of lab plans in the classroom(ease of use, materials available, etc...).		SIP Notes	once	
G5.B3.S1.MA1	grade level meetings		lesson plans	once	
G5.B5.S1.MA1	Teachers provide feedback to Marzano team to monitor effectiveness of training after utilization of the strategies.		Training feedback forms.	once	
G5.B5.S1.MA1	Instructional staff implements the strategies in lessons		Teacher evaluations	once	
G5.B6.S1.MA1	Discuss effectiveness of the systems in place		Committee and grade level meeting notes.	once	
G5.B6.S1.MA1	Update focus calendars as needed in grade-levels, discuss/review use of labs as a grade-level.		Classroom observations; rubrics; Student feedback; Behavior tracking forms; PBIS data, sign in sheets	once	
G5.B2.S2.MA1	Use of science journals in classroom instruction		Lesson Plans and observations	once	
G5.B2.S2.MA1	Professional development of teachers in the use of science journals by district science curriculum coordinator and science lab teacher.		ERO and Lesson Plans	once	
G5.B3.S2.MA1	Discuss effectiveness of event.		Committee notes	once	
G5.B3.S2.MA1	Grade level collaboration on ways to increase opportunity for students; evaluation forms		Sign-in forms;	once	
G6.MA1	Data Team Meetings		Classroom Observations Student Progress Lesson Plans	once	
G6.B1.S1.MA1	[no content entered]			once	
G6.B1.S1.MA1	Coaching, modeling, deliver PD, collaborative planning, and team meetings	Gilbride, Angie	8/13/2014	surveys, running records, classroom observations, iReady	6/5/2015 biweekly
G6.B2.S1.MA1	Teacher Feedback Student Progress	Gilbride, Angie	8/13/2014	Evaluations in ERO Teacher Feedback Student Progress	6/5/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B2.S1.MA1	Coaches' Log Teacher Feedback Student Progress	Gilbride, Angie	8/13/2014	Coaches' Log Evaluations in ERO Sign-in Forms Reflective exit tickets	6/5/2015 biweekly
G6.B3.S1.MA1	Plan - Model - Observe - Feedback	Gilbride, Angie	8/13/2014	Meeting Minutes Lesson Plans Lesson Implementation	6/5/2015 biweekly
G6.B3.S1.MA1	Weekly Lesson Plans Meeting Minutes Classroom Experiences	Gilbride, Angie	8/13/2014	Lesson Plans Observations of Lesson Delivery Meeting Minutes	6/5/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Implementation of PLC's

G1.B1 Lack of time for instructional staff members after school. There are more and more meetings that have to take place.

G1.B1.S1 Streamline meeting schedule.

PD Opportunity 1

PLC Training (Denny Berry)

Facilitator

Lawrence M. Green

Participants

Instructional Staff

Schedule

G2. The percentage of students scoring a level 3 or above in math will increase.

G2.B1 Students' limited exposure to math in the real-world due to poverty.

G2.B1.S2 Provide opportunities for students to explore real-world math during center activities, inquiry learning, enrichment, and homework.

PD Opportunity 1

Scenarios and problems that pertain to real-world math topics will be presented and planned with teachers for students to explore and solve.

Facilitator

Joan Diffie and Heather Padgett

Participants

Teachers and Students

Schedule

Monthly, from 8/18/2014 to 6/5/2015

G2.B2 Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor.

G2.B2.S1 Process through standards together at weekly grade team meetings and monthly SIP meetings.

PD Opportunity 1

Review Florida Standards as a team, explore the instructional frameworks, search for materials to support teaching of the rigorous standards, plan student experiences to master the standards

Facilitator

Joan Diffie and Heather Padgett

Participants

Teachers

Schedule

Monthly, from 8/18/2014 to 6/5/2015

G2.B2.S2 Provide strategy professional development to staff.

PD Opportunity 1

Instructional Coaches to provide professional development on high impact strategies relevant to each grade level and/or each staff member

Facilitator

Joan Diffie and Heather Padgett

Participants

K-5 Instructional Teachers

Schedule

Monthly, from 8/18/2014 to 6/5/2015

G3. The percentage of students scoring Level 4 in Science will increase

G3.B1 Large discrepancies in student ability and interest levels within each classroom.

G3.B1.S1 Science Fair encouraged for K-5th grade; use of 5E lessons within the classroom; encourage self directed learning projects focused on different learning styles; provide students daily access to non-fiction science books

PD Opportunity 1

Implement 5E lessons, self directed learning projects, use of daily non fiction books and encourage participation in the science fair.

Facilitator

Michelle Heath

Participants

Instructional Staff

Schedule

On 9/29/2014

G3.B2 Need to stress student accountability and improve student accuracy of rating using self-monitoring scale.

G3.B2.S1 Marzano strategy training for staff

PD Opportunity 1

Marzano Training

Facilitator

Lawrence M. Green

Participants

Instructional Staff

Schedule

Monthly, from 8/18/2014 to 6/3/2015

G6. The percentage of students scoring at level 3 or above in reading will increase.

G6.B1 Students are reading significantly below grade level.

G6.B1.S1 Ongoing professional development around analyzing student data (Running Records) and differentiating instruction based on student needs.

PD Opportunity 1

Instructional Coaches will facilitate professional development focused on analyzing student data and differentiated instruction.

Facilitator

Angie Gilbride

Participants

instructional staff

Schedule

Biweekly, from 8/13/2014 to 6/5/2015

G6.B2 Instructional Staff needs more support in differentiated small group reading instruction.

G6.B2.S1 Literacy coaches will model best instructional practices, facilitate discussions, and reflect with teachers on instructional practice.

PD Opportunity 1

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

Facilitator

Angie Gilbride Jennifer Michels Enid Martinez

Participants

Literacy Coaches and Instructional Staff

Schedule

Biweekly, from 8/13/2014 to 6/5/2015

G6.B3 Teachers need deeper understanding and experience with the rigor of the Florida Standards.

G6.B3.S1 Process through standards at weekly grade team meetings and monthly SIP Literacy Committee Meetings.

PD Opportunity 1

Review Florida Standards as a team Explore Instructional Frameworks 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

Angela Gilbride Jennifer Michels

Participants

Instructional Staff

Schedule

Biweekly, from 8/6/2014 to 6/5/2015

Technical Assistance Items

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

G2. The percentage of students scoring a level 3 or above in math will increase.

G2.B1 Students' limited exposure to math in the real-world due to poverty.

G2.B1.S1 Provide math-based family nights up to 4 times per year.

PD Opportunity 1

Family math games, make and take activities, and exposure to real-world math activities

Facilitator

Joan Diffie and Heather Padgett

Participants

Parents and Students

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

G2.B3 Student motivation, engagement, and behavior needs to improve.

G2.B3.S1 Implement school-wide PBIS and RtIB process.

PD Opportunity 1

Fully implement all components of the school-wide PBIS process.

Facilitator

Joan Diffie and Heather Padgett

Participants

Teachers and Students

Schedule

Daily, from 8/18/2014 to 6/5/2015

G2.B3.S2 Increase opportunities for students to rate their own behavior and their content knowledge using specific scales before, during, and after lesson implementation.

PD Opportunity 1

Take time for students to monitor progress according to specific scales

Facilitator

Joan Diffie and Heather Padgett

Participants

Teachers and Students

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Budget Rollup

Summary

Description	Total
Goal 2: The percentage of students scoring a level 3 or above in math will increase.	0
Goal 6: The percentage of students scoring at level 3 or above in reading will increase.	5,000
Grand Total	5,000

Goal 2: The percentage of students scoring a level 3 or above in math will increase.

Description	Source	Total
B1.S1.A1		0
B2.S2.A1 - \$5,000.00 allocated for various PD needs throughout the year.		0
Total Goal 2		0

Goal 6: The percentage of students scoring at level 3 or above in reading will increase.

Description	Source	Total
B2.S1.A1	Title I Part A	5,000
Total Goal 6		5,000