

Pine Hills Elementary



2014-15 School Improvement Plan

Pine Hills Elementary

1006 FERNDLELL RD, Orlando, FL 32808

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
100%

Alternative/ESE Center
No

Charter School
No

Minority
96%

School Grades History

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

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

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

To lead our student to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in our nation.

School Environment

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

The school learns about students' cultures during planned monthly meetings and breakfast with families, and the community coordinated by the parent resource program assistant. Furthermore, the staff is encouraged to embrace the cultures represented at the school by learning about all the students they impact and building strong family alliances. Also, the principal discussed building relationships with students and families which is also included in the Marzano Instructional strategies.

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

The assistant principal discussed school-wide procedures during pre-planning with staff. This included student behaviors and expectation in all common areas including: arrival, waiting areas, hallways, classrooms, cafeteria, and dismissal. Students can earn up to five Panther Bucks per day for exhibiting good behavior and meeting the expectations.

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

During pre-planning, assistant principal trained all staff on the school-wide behavioral plan (Positive Behavior Support). Students can earn up to five "Panther Bucks" per day for meeting the criteria outlined in the plan. Students are allowed to use their Panther Bucks to shop at the Panther store for school supplies and personal gift items bi-monthly. Furthermore, we require each grade level to develop and implement a team behavioral plan which has clear behavioral expectations and are shared with students. Teachers review the behavior plan and consequences on the first day of school and monitor throughout the school year. Also, teachers are required to review the Orange County Public Schools Code of Student Conduct including the consequences for violating the Code of Conduct on the first day of school and at the beginning of each new marking period. The school administration monitors the school-wide behavioral system throughout the school year.

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 has a full time guidance counselor who meets with students one-to-one as needed and support students, staff and parents. The school parent resource program assistant coordinates one-to-one mentoring for selected fifth grade students. The staffing coordinator meets with parents as

needed to ensure the social emotional needs of all students are being met. The school makes referrals to provide medical needs and counseling for students as needed.

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

Child Study Team meetings are held as needed to discuss students' tardiness and absenteeism. The team consist of the social worker, registrar, assistant principal and guidance counselor. The principal and assistance principal conduct monthly data meetings with every grade level to discuss academic and interventions that are taking place. Common planning meetings are conducted weekly and meetings are facilitated by grade level team leaders and school based coaches.

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	30	23	15	17	4	14	103
One or more suspensions	16	7	4	7	7	13	54
Course failure in ELA or Math	0	0	9	5	4	7	25
Level 1 on statewide assessment	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	
Students exhibiting two or more indicators	3	2	4	18	7	17	51

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

Classroom teachers, resource teachers and administration monitor students for early warning signs- academically and behaviorally. The MTSS team including the staffing coordinator, teacher, and administrator establish an intervention plan which include progress monitoring to support students. The MTSS team meets to review the data and to make any necessary adjustment to ensure the student is successful.

Students with excessive absences are identified. The school Child Study Team consisting of an administrator, guidance counselor, social worker, registrar, teacher. and parent meet to discuss the excessive tardiness and truancy. The team develops and put a plan in place to help the student to reduce the tardiness and absences.

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/185984>.

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

The school builds and sustains partnership with the local community by providing monthly workshops and breakfasts for families and the community. Parents are encouraged to attend SAC, PTA and PLC meetings through flyers, newsletters, and Connect Orange messages. Also, they are encouraged to participate in Meet the Teacher, Open House, Report Card Nights, Math Night, Literacy Night, and Grade Level Nights.

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
Britton, De Cheryl	Principal
Williams, Yvonne	Assistant Principal
Johnson, Niketra	Other
Clayton, Shinara	Instructional Coach
Poteat, Sonya	Instructional Coach
Slater, Cheryl	Instructional Coach
Wolfe, Wendy	Instructional Coach
Jones-Butler, Tony	Other

Duties

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

DeCheryl Britton, Principal, will provide a common vision for the use of standard driven data-based decision-making and ensures that the school-based team is implementing MTSS. Yvonne Williams, Assistant Principal will assist the principal in the implementation of the common vision and ensure that the staff is implementing MTSS.

Niketra Johnson - Staffing Coordinator job responsibilities include: Oversee the ESE program/staffing/IEP/Re-Evaluation/504, Matrix, and Audits. Collaborate with the registrar to ensure that ESE students are properly funded and meet with parents/ district personnel in order to maintain compliance in a timely manner. Ms. Johnson is also the ESOL Compliance Teacher. She oversees the ELL program

and is in charge of Staffing, LEP, FTE, Re-Evaluations, Compliance, Transportation, and ESOL documentation. She conducts ELL meetings and testing including Cella. Also, she is the Parent Leadership Council Coordinator. Ms. Johnson monitors the ESE & ESOL students' academic progress and provides professional development on ESE and ESOL compliance to teachers. She is assigned to work with the 5th grade team during reading block where she provides support for teachers and students. Ms. Johnson conducts classroom observations, coaching and modeling during the 90 minutes reading block.

Shinara Clayton Grades 3-5 CRT/Reading Coach's job responsibilities include: Keeping staff abreast of LAFS (3-5), be well versed in the Journeys and Write Smart curriculum, coordinate 3rd-5th grade Intervention Instructional Focus Calendar, and provide professional development on the LAFS. She is assigned to 3rd grade where she attends daily common planning/PLC meetings and assist with weekly lesson plan development utilizing the Instructional Focus Calendar. She attends weekly team meetings, provides on-going guidance to support all team members, and conducts classroom observations, and coaching/modeling during reading blocks. Ms. Clayton provides weekly updates on iReady reading and feedback to teachers on how to address struggling students. She works with retained 3rd graders and students performing in the lowest 30% during intervention. Ms. Clayton organizes, develops, and delivers, staff developments during the school year. Ms. Clayton is the Testing Coordinator.

Sonya Poteat - Grades K-2 CRT/Reading Coach's job responsibilities include: Keep K-2 staff abreast of LAFS Standards. Be well versed in the Journeys curriculum and in the Florida Standards. Attend daily common planning/PLC meetings and assist with weekly lesson plans development, utilizing the Scope and Sequence calendar and standard based instruction during lesson planning. Ms. Poteat meets with the 3rd-5th grade reading coach to create the Scope and Sequence calendar for K-2. As the Instructional Coach, Ms. Poteat oversees the Professional Competency Program and assigns mentors to beginning teachers and teachers who are new to Pine Hills Elementary. She organizes, develops, and delivers, staff development during the school year and works with the Academic Coach and the 3rd-5th grade Reading Coach to develops professional development throughout the school year. Ms. Poteat will assist the Lesson Study facilitator to plan and deliver activities. She will also coordinate the Lexia Program implementation for (K-2).

Cheryl Slater: Math/Science Coach's job responsibilities include: Provide Professional Development throughout the school year on GO Math to K-5 teachers, meet weekly with the Math department leadership members, discuss the instructional focus calendar, discuss concerns that team members may have and provide support to teachers with the delivery of Florida Standards Math in the classroom. Also, Ms. Slater coordinates 3rd-5th grade intervention using the MAFS. Ms. Slater must be well versed in the Florida Math Standards for K-5, she coordinates the Performance Matters Benchmark Math testing for 3-5, and attend common planning/PLC meetings and share math strategies that to assist with increasing student achievement. Ms. Slater is assigned to work with the 4th grade students performing in the lowest 30% in math. As a Science Coach, her responsibilities include: Attend district science meetings as requested by principal, delivering the Fusion Science Curriculum and providing staff development as needed for K-5 teachers. Ms. Slater must be well versed in Florida Science Standards for K-5.

Wendy Wolfe - Academic Coach's job responsibilities include: Completing TIF requirements, work collaboratively with assigned personnel for year three of the Accelerated Reading Program school-wide implementation, and oversee the AR program. She is assigned to the 4th grade where she must attend common planning meetings and assist with weekly lesson plan development utilizing the instructional focus calendar, and reading and writing strategies that can assist with increasing student achievement. During intervention, Ms. Wolfe will work with the students performing in the lowest 30% in reading. Ms. Wolfe will serve as the MTSS Chair. She will coordinate the MTSS process with staff, use the end of year documentation to ensure that students' MTSS plans are implemented with fidelity and identify students who could benefit from the MTSS process, then start the MTSS process with them. As the AVID coordinator, Ms. Wolfe will: Work with 4th and 5th grade teams to ensure SMART Goals are being implemented in the classroom, work with other AVID Co-chairs to ensure that documentation is completed as outlined by the program, and work with district AVID liaison to ensure

school is in compliance.

Tony Jones-Butler - Guidance Counselor's job responsibilities include: Character Education Coordinator, communicate via closed circuit TV character word of the month, Red Ribbon Week Coordinator, and assist staff and administration with students' emotional and physical concerns. She should be knowledgeable of resources available for students and parents and work collaboratively with the social worker, assistant principal, and registrar. Ms. Jones-Butler must monitor absenteeism and tardies of K-5 students, work collaboratively with the registrar, social worker, and assistant principal on the Child Study Attendance Team. She is assigned to the 3rd grade team. She will work with students performing in the in the lowest 30% in math and provide intervention and math enrichment two times per week.

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

The school leadership team includes the principal, assistant principal, guidance counselor, staffing specialist, CRT, academic coach, classroom teacher(s), ESE teacher, school psychologist, and speech and language pathologist. Administration identifies personnel based on experiences and leadership abilities and strategically place them in instruction where they will be most effective to meet the needs of all students. Wendy Wolfe coordinates the MTSS Tier II and Tier III process. MTSS meetings occur on the fourth Wednesday of each month. The MTSS team is responsible for ensuring that all students' academic needs are being addressed through meeting with each grade level teacher as deemed necessary, reviewing student data, formulating plans to support the student, and following up with classroom teacher to review the new data collected. Resource teachers, paraprofessionals, and classroom teachers all provide on-going progress monitoring of student performance. Also, resource teachers work with all classroom teachers to share best practices and intervention techniques.

The primary purpose of the MTSS is to provide a support system for the teacher as she/he works to create the best learning environment for each student. At PHES, MTSS provides intervention and educational support to all students at increasing levels of intensity based on the individual student's needs, while intervening early so that students can be successful. This process is used for instructional and discipline concerns. All students are provided with high quality instruction, curriculum & behavior support in the general education classroom, or Tier I instruction. Tier 1 is monitored frequently by school administrators. Tier II support is provided for students who need additional support. This includes small group instruction and intervention. Tier III support provide more intensive or one-on-one support for students. After implementing Tier III intervention and progress monitoring continues to show area of concern, the academic coach and staffing specialist work with the MTSS team to schedule psychological testing with the school psychologist. After testing, the team reconvenes to discuss data from testing and make recommendations for placement. The MTSS team will continue to decrease disproportionate classification in special education.

The school will use Federal Title I funds to provide instructional resource materials, support personnel, Pre-Kindergarten services and Professional Development opportunities. The methodology for coordinating and supplementing the federal state and local funds , services and programs to support the at risk (below proficiency level, homeless, classified as victims of poverty) PHES homeless coordinator who will be working very closely with our homeless families, social worker, and the school registrar. SAI funds will be used to cover Saturday enrichment in reading, writing, math, and science and bus transportation for students. The remaining funds will be used to target high-risk students and provide additional enrichment through supplementary materials and small group instruction. Positive Behavior Support System (PBS) is a school-wide initiative at PHES. As mandated by the OCPS Food Services Department, nutritious meals are provided to our students through our school cafeteria breakfast and lunch program. Kathy Wynn is the after-school

coordinator. She coordinates the after-school programs twice per week for targeted high-risk students and Saturday Bootcamp from November through March. Resources are inventoried by Ms. Wynn to maintain material resources (books, programs licenses) and she informs the principal when materials need to be replaced. She monitors the data and collaborates with the principal in regarding the impact on student achievement.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Kimberly Nixon	Student
Angie Johnson	Student
Jeff Wright	Student
Kenneth Ayers	Student
Lucelta Smith	Student
Jean Saint Cyr	Student
Anthony Hurd	Student
Saintfort Octave	Student
Christian Edmond	Student
Jennifer Starke	Student
Colita Smith	Student
Lurline Martin	Student
Michelle Cherubin	Student
Dior George	Student
DeCheryl Britton	Student

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

SAC participates in the evaluation and development of last year's school improvement plan; SAC members meet monthly to review and revise the school improvement plan.

Development of this school improvement plan

SAC participates in the planning process for the creation if the SIP during the yearly SAC retreat in May, 2014.

Preparation of the school's annual budget and plan

The annual budget is presented at the SAC Retreat. SAC members provide input to the school budget and plan.

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

SAC funds will be used to purchase materials and supplies for students' use.

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
Britton, De Cheryl	Principal
Williams, Yvonne	Assistant Principal
Poteat, Sonya	Instructional Coach
Wolfe, Wendy	Instructional Coach
Clayton, Shinara	Instructional Coach
Inmon, Barbara	Other
Smith, Colita	Other

Duties

Describe how the LLT promotes literacy within the school

The school-based LLT will act as a PLC and hold monthly meetings. During these meetings, the team will discuss reading focus topics such as: Reading intervention strategies and techniques, and instructional best practices to promote fluency and independent reading. Other duties of the LLT include: being a resource for classroom teachers, monitor and assist with effective delivery of instruction, model good reading practices, and recommend high interest reading materials to spark students's interest and to increase fluency.

One of the major initiative of the LLT is to continue to incorporate the Accelerated Reading Program at a higher level and to assist in implementing this initiative. PHES LLT will provide staff development to further develop the AR program, to get students excited about reading, and to increase students' reading levels. We promote class, grade level, and school-wide competition with incentives to encourage students to read. Additionally, the LLT will work closely with administration and grade levels to help foster a love for reading.

The LLT will continue to provide regular giveaways of books at Parent/School meetings (SAC, PTA, PLC, Open House, etc.) Also, the LLT will support the reading committee to plan, organize, and host the annual Literacy Night at the school.

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

During the month of July to early August, each team leader is given names and telephone numbers of team members so that and are encouraged to collaborate and begin building relations as a team. The school provides daily common planning time for grade level to plan lessons, collaborate as a team and disaggregate student assessment data. Coaches and teachers share best teaching and instructional practices and strategies. Leadership team provides feedback to teachers after classroom walk-throughs.

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

Administration will follow the district's protocol for recruiting highly qualified teachers through the use of e-recruiting to identify good-quality qualified teachers. We provide on-going professional development to develop teachers and instructional coaches model lessons for teachers. A functional and effective nurturing PLC environment that allow teachers to collaborate, and on-going recognition of accomplishments is embedded throughout all PLCs. Highly qualified teachers will be retained at Pine Hills Elementary School. Furthermore, teachers new to PHES will be paired with veteran teachers on the grade level who will provide on-going support through peer observation and debriefing. PHES also works through the TIF grant to provide incentives for teachers to teach at the school.

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

The Mentor/Mentee program at PHES includes first-year teachers, as well as, staff members who are transitioning from other counties. First year teachers are paired with mentors and participate in weekly one-on-one meetings with mentors. Furthermore, they participate in monthly/bimonthly meetings with all new staff members. The Mentor/Mentee discuss instructional observations, instructional best practices, and receive feedback from instructional support teachers. Support is also provided during Professional Learning Committee for new and transitioning 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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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

The school leadership team and MTSS team disaggregates all assessment data including the 2013-2014 FCAT data and Performance Matters' data for students in grades 3 through 5. Based on students' performance, they will receive intervention or enrichment. The teacher will implement on-going progress monitoring for students receiving intervention. Each assessment identifies students' strengths and weaknesses.

After-school tutoring and Saturday Boot Camp are provided for selected students who need additional support in reading, math, writing and science to help them to attain the proficient levels on state assessments.

Students who are performing on grade level in grades 3-5 receive enrichment activities during center times and for homework. The students performing below grade level receive intervention. The classroom teachers monitor progress through on-going progress monitoring. K-2 students who are on grade level receive enrichment during center and for homework. The students performing below grade level receive intervention from teachers.

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: After School Program

Minutes added to school year: 5,640

After school tutoring is provided for selected students in 3rd, 4th and 5th grade student, These students scored a Level 1 or Level 2 on the previous year's FCAT (Math and/or Reading), or Needs Improvement on the district benchmark assessment. Additionally, support will be provided for 4th and 5th grade students who need additional support in writing and for 5th grade students who need additional support in science.

Strategy Rationale

The rationale for this strategy is to provide additional time where students can receive support in a smaller group setting.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Britton, De Cheryl, decheryl.britton@ocps.net

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

IStation computer-based reading intervention data weekly monitoring to ensure students are increasing their levels and Voyager Passport has a built-in monitoring system.

Strategy: Summer Program

Minutes added to school year: 6,480

K-3 Summer Reading Camp.

Strategy Rationale

To provide intensive reading support to help students to be on grade level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Britton, De Cheryl, decheryl.britton@ocps.net

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

Pre and Post IOWA Test.

Strategy: Weekend Program

Minutes added to school year: 1,800

Saturday school will be provided for selected students in 3rd, 4th and 5th grades, These students scored a Level 1 or Level 2 on the previous year's FCAT (Math and/or Reading). or Needs Improvement on the district benchmark assessment. In addition, fifth grade students will receive support in science and 4th and 5th grade students will receive support in Writing.

Strategy Rationale

The students will be provided additional support in a smaller group setting.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Wynn, Kathi, kathyi.wynn@ocps.net

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

Students assessment data will be collected weekly by teachers and the Saturday School Coordinator. This will be analyzed to determine the effectiveness of the program.

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

Pine Hills Elementary School has one regular Pre-Kindergarten classroom (VPK). The Florida VPK Assessment Tool is used to assess at the beginning, middle, and end of the school year to track student progress. The results are shared at a parent conference by the classroom teacher. We have one Pre-Kindergarten Varying Exceptional (PreKVE) education classroom. The students have a rigorous program based on students' developmental needs and their Individual Education Plan (IEP). In the spring, VPK and PreKVE are provided transition days to visit Kindergarten classrooms so they may experience Kindergarten during the second half of the school year. The neighborhood Head Start programs visits the Kindergarten classrooms during the spring so that students could experience the Kindergarten setting. At the end of the second semester, fifth grade students visit their assigned middle school. During this time, they tour the building and listened to a presentation about the school.

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

We participate in the district-wide Teach-In, where business partners and community members share with students and encourage students to be successful in school. Also, AVID strategies are embedded throughout the curriculum to encourage students to begin planning for college. Staff members create college informational boards to expose students to college experiences. Wednesdays are designated as College Day and everyone is encouraged to wear a college shirts or college colors.

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

The 4th and 5th grade students participate in the AVID program. AVID provides the students with organizational strategies and critical thinking skills which enhance student achievement.

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

The 4th and 5th grade students are taught how to and take three column notes through the AVID program. AVID provides students with academic skills that provides the necessary foundation for all students to experience academic success.

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

Post secondary education is emphasized and promoted throughout the campus. Each grade level and special area classes post information regarding college initiative in classrooms and hallways. They also discuss this information with students. On Wednesdays, staff and students are invited to wear college Tshirts. Furthermore, kindergarten through fifth grade students receive instruction based on the Florida Standards to prepare them for post secondary education.

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.** Student achievement will increase with the implementation of the MTSS process.

- G2.** Teachers will gain competence in rigorous, standards based instruction and in the instructional Framework across all content areas.

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. Student achievement will increase with the implementation of the MTSS process. 1a

G037217

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	53.0
ELA/Reading Gains	73.0
AMO Reading - SWD	39.0
AMO Reading - ED	54.0
AMO Reading - ELL	53.0
AMO Math - ED	55.0
AMO Math - African American	53.0
Math Gains	69.0
AMO Math - ELL	59.0
AMO Math - SWD	35.0

Resources Available to Support the Goal 2

- Journeys Curriculum - Uses Common Core-based instruction integrated into every unit and lesson. Journeys Common Core provides the resources needed to plan and assess effectively.
- I-Ready - computer-based program that tracks student progression and provides practice in reading comprehension, phonics, fluency, and mathematics.
- Test Item Specifications - To teach the Florida Standards and to deconstruct/unwrap the standards, while implementing the core academic programs with fidelity.
- Florida Standards - The Reading LAFS and MAFS provide a consistent, clear, understanding of what students are expected to learn, so that teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.
- Reading LAFS and MAFS - resources used during reading intervention.
- Common Planning - all teachers have a common planning time. Reading common planning is on Mondays and Math is on Tuesdays.
- Ongoing Professional Development - provided by resource teachers.
- Targeted intervention - Tier 2 and Tier 3 pull out groups by resource teachers and classified staff.
- Webb's Depth of Knowledge - provides a vocabulary and a frame of reference when thinking about our students and how they engage with the content.
- Marzano Framework - Identifies forty-one instructional categories that occur in the classroom. Knowledge and training within the forty-one elements allow teachers to grow professionally and improve their craft.

Targeted Barriers to Achieving the Goal 3

- Need for school-wide understanding of analyzing and disaggregating student assessment data.

Plan to Monitor Progress Toward G1. 8

Evaluate remediation and enrichment activities, and review student assessment data as a result of professional development provided.

Person Responsible

Yvonne Williams

Schedule

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

Evidence of Completion

Lesson plans, classroom walk through data, classroom data walls, and teacher data binders, Florida Assessment, benchmark data, OC Writes, and mini assessment data.

G2. Teachers will gain competence in rigorous, standards based instruction and in the instructional Framework across all content areas. 1a

G037218

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	87.0
AMO Reading - All Students	54.0
ELA/Reading Gains	73.0
AMO Math - All Students	55.0
Math Gains	69.0
Math Lowest 25% Gains	58.0
FCAT 2.0 Science Proficiency	37.0

Resources Available to Support the Goal 2

- iReady- Practice on the tested reading benchmarks.
- Reading LAFS and MAFS: resource that will be used with targeted students during reading intervention
- Science Beanbag/Bootcamp: resource used by 5th grade students to learn the 5th grade Science Florida Standards
- Core Connections PD and on-sight support
- IMS resources in reading, math and science.
- Journeys: reading materials used in core instruction.
- Go Math series
- Learning and Science Institute Marzano Observation

Targeted Barriers to Achieving the Goal 3

- Lack of consistency and/or knowledge of rigorous standards-based instructions.

Plan to Monitor Progress Toward G2. 8

PLC/Data meetings facilitated by resource teachers, monitoring of lesson plans, student achievement data, PLC notes, OC Writes data

Person Responsible

De Cheryl Britton

Schedule

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

Evidence of Completion

Common planning notes with common lesson plans. iObservation notes/feedback from administrators to teachers. Student assessment data. Performance Matters' data, mini assessment data, and Florida Assessment data.

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. Student achievement will increase with the implementation of the MTSS process. **1**

 G037217

G1.B1 Need for school-wide understanding of analyzing and disaggregating student assessment data. **2**

 B089306

G1.B1.S1 Provide ongoing professional development and modeling for teachers on analyzing student assessment data to inform instruction. **4**

 S099990

Strategy Rationale

To support and monitor teachers in using student assessment data to inform instruction and to increase student achievement by closing the achievement gap.

Action Step 1 **5**

Develop Professional Development Calendar to reflect applicable dates.

Person Responsible

Shinara Clayton

Schedule

Quarterly, from 8/1/2014 to 6/5/2015

Evidence of Completion

The developed calendar and meeting notes

Action Step 2 5

Provide school-wide professional development on analyzing student assessment data to inform instruction.

Person Responsible

De Cheryl Britton

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Agenda sign-in sheets

Action Step 3 5

Provide on-going progress monitoring and feedback to students and teachers.

Person Responsible

De Cheryl Britton

Schedule

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

Evidence of Completion

Student data chat meeting notes, sign in sheets, meeting agenda

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

Review and track professional development activities and dates by reviewing, revising and updating the calendar throughout the school year.

Person Responsible

Shinara Clayton

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Updated calendar and adjusted information within the PD.

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

MTSS leadership team meeting notes/agenda.

Person Responsible

Wendy Wolfe

Schedule

On 6/5/2015

Evidence of Completion

Sign in sheets, meeting agendas, MTSS team meeting notes, and student data.

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

Classroom walkthrough for evidence of differentiated Instruction, I observation data

Person Responsible

De Cheryl Britton

Schedule

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

Evidence of Completion

Classroom Walk through forms, meeting notes, differentiated instructional lesson plans, I observation data/feedback

G2. Teachers will gain competence in rigorous, standards based instruction and in the instructional Framework across all content areas. 1

G037218

G2.B1 Lack of consistency and/or knowledge of rigorous standards-based instructions. 2

B089307

G2.B1.S1 Instructional coaches will provide professional development for teachers with a focus on standards-based instruction. Coaches will facilitate teacher's common planning meetings with the focus on standards based instruction. 4

S099991

Strategy Rationale

The data indicates the need for training for teachers on standards based instruction.

Action Step 1 5

School based coaches will provide PD on the new Florida standards, facilitate common planning meetings, focusing on deconstructing the standards and aligning classroom activities to meet the rigor of the standards.

Person Responsible

Shinara Clayton

Schedule

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

Evidence of Completion

Lesson plans, classroom walkthroughs and iObservations

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

Weekly PLC/Data Meetings facilitated by resource teachers, weekly lesson plans, classroom walk through, common planning meeting agendas

Person Responsible

De Cheryl Britton

Schedule

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

Evidence of Completion

3-5 lesson plans, classroom walk through, teacher feedback on weekly summaries and iObservation notes/data and feedback.

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

Weekly PLC/Data Meetings facilitated by resource teachers, weekly Lesson Plans, classroom walk through, common planning

Person Responsible

Yvonne Williams

Schedule

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

Evidence of Completion

K-2 lesson plans, classroom walk through, teacher feedback on weekly summaries and iObservation notes/data and feedback

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

School based leadership team will analyze district benchmark (Fall and Winter), core assessments, mini-assessment data for increased student achievement.

Person Responsible

De Cheryl Britton

Schedule

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

Evidence of Completion

Walkthrough data via I Observation, weekly summaries, student assessment data, Performance Matters' data and data binders.

G2.B1.S2 PD with follow-up onsite coaching support will be provided for teachers to understand the new K-12 reading/writing program, Core Connections, in PLC teachers will collaboratively plan and analyze student work samples to determine level of student mastery. 4

 S125844

Strategy Rationale

The data indicates the need for a school-wide writing program that is embedded across content areas.

Action Step 1 5

PD with follow-up onsite coaching support will be provided for teachers to understand the new K-12 writing program, in PLC teachers will collaboratively plan and analyze student work samples to determine level of student mastery.

Person Responsible

De Cheryl Britton

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

PLC meeting notes, student work samples-feedback

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

Teachers will review student work samples, review OC Write data

Person Responsible

De Cheryl Britton

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Student work samples with feedback, OC Writes data

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

Student work samples will be analyzed and teachers will provide feedback, OC Writes will be reviewed

Person Responsible

De Cheryl Britton

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Student work samples with feedback, OC Writes, Florida Standards assessment

G2.B1.S4 LSI will provide instructional rounds training/side-by-side coaching with the leadership team.

4

 S126077

Strategy Rationale

The need for instructional rounds to incorporate the Marzano Framework throughout all observations

Action Step 1 5

LSI will do consulting work. Topics of discussion will be based on school needs to include data discussion.

Person Responsible

De Cheryl Britton

Schedule

On 2/27/2015

Evidence of Completion

Sign-in sheets and written reflections from leadership team members.

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Provide on-going classroom walkthrough over a 5 month period for leadership team. Provide opportunities for leadership team to reflect after each walkthrough by discussing what they saw and their reason for rating each element.

Person Responsible

De Cheryl Britton

Schedule

On 2/27/2015

Evidence of Completion

Notes from Administrators and Leadership Team members and reflections.

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Feedback to teachers from walkthrough will be analyzed. Leadership team will be provided with feedback.

Person Responsible

De Cheryl Britton

Schedule

On 2/27/2015

Evidence of Completion

Data from informal walkthrough.

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
G1.B1.S1.A1	Develop Professional Development Calendar to reflect applicable dates.	Clayton, Shinara	8/1/2014	The developed calendar and meeting notes	6/5/2015 quarterly
G2.B1.S1.A1	School based coaches will provide PD on the new Florida standards, facilitate common planning meetings, focusing on deconstructing the standards and aligning classroom activities to meet the rigor of the standards.	Clayton, Shinara	8/18/2014	Lesson plans, classroom walkthroughs and iObservations	6/5/2015 weekly
G2.B1.S2.A1	PD with follow-up onsite coaching support will be provided for teachers to understand the new K-12 writing program, in PLC teachers will collaboratively plan and analyze student	Britton, De Cheryl	9/29/2014	PLC meeting notes, student work samples-feedback	5/29/2015 monthly

Orange - 0621 - Pine Hills Elementary - 2014-15 SIP
Pine Hills Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	work samples to determine level of student mastery.				
G2.B1.S4.A1	LSI will do consulting work. Topics of discussion will be based on school needs to include data discussion.	Britton, De Cheryl	10/15/2014	Sign-in sheets and written reflections from leadership team members.	2/27/2015 one-time
G1.B1.S1.A2	Provide school-wide professional development on analyzing student assessment data to inform instruction.	Britton, De Cheryl	8/11/2014	Agenda sign-in sheets	6/5/2015 monthly
G1.B1.S1.A3	Provide on-going progress monitoring and feedback to students and teachers.	Britton, De Cheryl	8/18/2014	Student data chat meeting notes, sign in sheets, meeting agenda	6/5/2015 biweekly
G1.MA1	Evaluate remediation and enrichment activities, and review student assessment data as a result of professional development provided.	Williams, Yvonne	8/18/2014	Lesson plans, classroom walk through data, classroom data walls, and teacher data binders, Florida Assessment, benchmark data, OC Writes, and mini assessment data.	6/5/2015 monthly
G1.B1.S1.MA1	Classroom walkthrough for evidence of differentiated Instruction, I observation data	Britton, De Cheryl	8/18/2014	Classroom Walk through forms, meeting notes, differentiated instructional lesson plans, I observation data/feedback	6/5/2015 weekly
G1.B1.S1.MA1	Review and track professional development activities and dates by reviewing, revising and updating the calendar throughout the school year.	Clayton, Shinara	8/11/2014	Updated calendar and adjusted information within the PD.	6/5/2015 monthly
G1.B1.S1.MA3	MTSS leadership team meeting notes/ agenda.	Wolfe, Wendy	9/2/2014	Sign in sheets, meeting agendas, MTSS team meeting notes, and student data.	6/5/2015 one-time
G2.MA1	PLC/Data meetings facilitated by resource teachers, monitoring of lesson plans, student achievement data, PLC notes, OC Writes data	Britton, De Cheryl	8/18/2014	Common planning notes with common lesson plans. iObservation notes/ feedback from administrators to teachers. Student assessment data. Performance Matters' data, mini assessment data, and Florida Assessment data.	6/5/2015 monthly
G2.B1.S1.MA1	School based leadership team will analyze district benchmark (Fall and Winter), core assessments, mini-assessment data for increased student achievement.	Britton, De Cheryl	8/18/2014	Walkthrough data via I Observation, weekly summaries, student assessment data, Performance Matters' data and data binders.	6/5/2015 monthly
G2.B1.S1.MA1	Weekly PLC/Data Meetings facilitated by resource teachers, weekly lesson plans, classroom walk through, common planning meeting agendas	Britton, De Cheryl	8/18/2014	3-5 lesson plans, classroom walk through, teacher feedback on weekly summaries and iObservation notes/data and feedback.	6/5/2015 biweekly
G2.B1.S1.MA3	Weekly PLC/Data Meetings facilitated by resource teachers, weekly Lesson Plans, classroom walk through, common planning	Williams, Yvonne	8/18/2014	K-2 lesson plans, classroom walk through, teacher feedback on weekly summaries and iObservation notes/data and feedback	6/5/2015 biweekly
G2.B1.S2.MA1	Student work samples will be analyzed and teachers will provide feedback, OC Writes will be reviewed	Britton, De Cheryl	9/29/2014	Student work samples with feedback, OC Writes, Florida Standards assessment	5/29/2015 monthly
G2.B1.S2.MA1	Teachers will review student work samples, review OC Write data	Britton, De Cheryl	9/29/2014	Student work samples with feedback, OC Writes data	5/29/2015 monthly
G2.B1.S4.MA1	Feedback to teachers from walkthrough will be analyzed. Leadership team will be provided with feedback.	Britton, De Cheryl	12/1/2014	Data from informal walkthrough.	2/27/2015 one-time
G2.B1.S4.MA1	Provide on-going classroom walkthrough over a 5 month period for leadership team. Provide opportunities for leadership team to reflect after each walkthrough by discussing what they saw and their reason for rating each element.	Britton, De Cheryl	10/15/2014	Notes from Administrators and Leadership Team members and reflections.	2/27/2015 one-time

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. Student achievement will increase with the implementation of the MTSS process.

G1.B1 Need for school-wide understanding of analyzing and disaggregating student assessment data.

G1.B1.S1 Provide ongoing professional development and modeling for teachers on analyzing student assessment data to inform instruction.

PD Opportunity 1

Develop Professional Development Calendar to reflect applicable dates.

Facilitator

Resource Teachers, Principal

Participants

Assistant Principal, Resource Teachers, Classroom Teachers

Schedule

Quarterly, from 8/1/2014 to 6/5/2015

PD Opportunity 2

Provide school-wide professional development on analyzing student assessment data to inform instruction.

Facilitator

Principal, Assistant Principal

Participants

Classroom Teachers

Schedule

Monthly, from 8/11/2014 to 6/5/2015

G2. Teachers will gain competence in rigorous, standards based instruction and in the instructional Framework across all content areas.

G2.B1 Lack of consistency and/or knowledge of rigorous standards-based instructions.

G2.B1.S1 Instructional coaches will provide professional development for teachers with a focus on standards-based instruction. Coaches will facilitate teacher's common planning meetings with the focus on standards based instruction.

PD Opportunity 1

School based coaches will provide PD on the new Florida standards, facilitate common planning meetings, focusing on deconstructing the standards and aligning classroom activities to meet the rigor of the standards.

Facilitator

Instructional coaches

Participants

Principal, Assistant Principal, Resource Teachers, Classroom Teachers

Schedule

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

G2.B1.S2 PD with follow-up onsite coaching support will be provided for teachers to understand the new K-12 reading/writing program, Core Connections, in PLC teachers will collaboratively plan and analyze student work samples to determine level of student mastery.

PD Opportunity 1

PD with follow-up onsite coaching support will be provided for teachers to understand the new K-12 writing program, in PLC teachers will collaboratively plan and analyze student work samples to determine level of student mastery.

Facilitator

Core Connections Consultant with district support and school based coaches

Participants

Leadership team and instructional staff

Schedule

Monthly, from 9/29/2014 to 5/29/2015

G2.B1.S4 LSI will provide instructional rounds training/side-by-side coaching with the leadership team.

PD Opportunity 1

LSI will do consulting work. Topics of discussion will be based on school needs to include data discussion.

Facilitator

Penny Sells

Participants

Principal, Assistant Principal, Resource Teachers

Schedule

On 2/27/2015

Budget Rollup

Summary

Description	Total
Goal 1: Student achievement will increase with the implementation of the MTSS process.	20,965
Goal 2: Teachers will gain competence in rigorous, standards based instruction and in the instructional Framework across all content areas.	18,368
Grand Total	39,333

Goal 1: Student achievement will increase with the implementation of the MTSS process.

Description	Source	Total
B1.S1.A2		0
B1.S1.A3 - I Ready	Title I Part A	11,217
B1.S1.A3 - I Ready	General Fund	9,748
Total Goal 1		20,965

Goal 2: Teachers will gain competence in rigorous, standards based instruction and in the instructional Framework across all content areas.

Description	Source	Total
B1.S1.A1 - Florida Ready Reading LAPS and MAPS	Title I Part A	4,668
B1.S2.A1 - Core Connections Consultant and materials	Title I Part A	3,950
B1.S4.A1 - LSI-Marzano iObservation Resource	Title I Part A	9,750
Total Goal 2		18,368