

Pine Grove Elementary School

14411 KEN AUSTIN PKWY, Brooksville, FL 34613

www.edline.net/pages/hcsb_pges

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

75%

Alternative/ESE Center

No

Charter School

No

Minority

26%

School Grades History

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

School Board Approval

This plan was approved by the Hernando County School Board on 11/18/2014.

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 |
|-------------|-------------------|-----------------------------|
| Focus | 4 | Jim Browder |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

The Mission of Pine Grove Elementary is to be our B E S T !
We strive to:
Become an
Empowered and
Self-motivated community for
Today and tomorrow.

School Environment

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

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

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

The school uses a school-wide PBS to create a safe environment for students. The school also has various programs including school-campus and bus Safety Patrol, duty personnel are at assigned posts in the morning and afternoon. The campus is secured through locked gates and classroom doors at all times. All visitors are vetted through the VSoft system.

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

Pine Grove trains teachers in the PBS system. A committee composed of teachers and administration reviews suggestions and decides on courses of action. Awareness for the behavioral system is created through posters around the school, a PBS corner in the monthly school newsletter, and monitoring of classroom implementation through daily walk-throughs.

Teachers are trained in school expectations before escalation of a behavioral concern. Parents of students with behavioral concerns must receive two discipline warning notices and teacher phone calls home. When a third warning is generated, teacher submits this form, with the previous two forms, to administration for a discipline referral. Behavioral contract will be created for teachers to use in the classroom environment. Serious behavioral infractions such as bullying and fighting, are documented on a disciple notice and referred directly to administration. When necessary behavioral specialist will be asked to make observations and suggestions. Frequent behavior and absentee

infractions may also be referred to the Parent Academy.

Teachers are also required to contact every parent in their class at least once a month, to update them on child's positive and negative, academic and behavior progress.

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

A full time guidance counselor provides services through designated groups and as needed. A mentoring program is in place where a study buddy provides assistance to students before school. The school counselor meets with a group of students for anger management once a week. The elementary assistant provides additional support for behavioral concerns.

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

NA

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 |
|---------------------------------|-------------|-------|
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA or Math | | |
| Level 1 on statewide assessment | | |

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

| Indicator | Grade Level | Total |
|--|-------------|-------|
| Students exhibiting two or more indicators | | |

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

NA

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 available at the school site.

Description

Families receive a newsletter, progress reports and school phone calls from the Principal to inform them on school news. Family involvement opportunities are organized through AR nights, the fall festival, Dr. Seuss nights, the spring festival, science club family night, and the Carousel of Learning. There are several art displays of students' work through the county fair and neighboring locations for families to enjoy, support and promote art education. In addition, our school has a unique opportunity of offering healthy eating to families through our certified U-Pick garden. The Title I Family Resource Center advocates for parent needs and concerns. Teachers refer families and children for educational and personal needs. Community assistance information is also available for referral. Several Partners in Education contribute to these needs as well. Teachers communicate daily through the agenda and weekly through classroom newsletters, as well as the weekly take-home folder. They appraise parents of their child's progress through these methods, as well as personal phone calls, emails and text messages.

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 Parent Engagement Liaison works to recruit and maintain our business Partners in Education. Through these partners we support school programs such as PBS, student achievement awards and teacher recognition. Our Science Club partners work with local restaurants to supply fresh produce through our U-Pick garden. In addition, we partner with local churches to provide and serve meals at the Title I Annual Meeting Nights, organize weekly weekend-backpacks with food for our neediest families. We partner with a group of doctors to promote healthy living through food and nutrition education. Tours are offered to interested partners and families. To show our appreciation we offer an annual recognition breakfast to our Partners in Education.

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 |
|----------------------|---------------------|
| Deen, Earl | Principal |
| Haripersad, Angelina | Other |
| Ingram, Nancy | Other |
| Johnson, Roseanne | Instructional Coach |
| Reed, Galathea | Instructional Coach |
| Kasten, Pam | Other |
| Hurst, Nancy | Other |
| Johnson, Nancy | Assistant Principal |

Duties

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

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

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

Elementary Assistant: MTSS facilitator: participates in weekly school-based leadership team

Instructional Practices Coaches : best practices and instructional support for teachers focusing on core academic areas, assists in walk-throughs, participates in weekly school-based leadership team

Title I Facilitator: coordinate Title I program, facilitate extended day, focus on science curriculum, instructional support for science curriculum, participates in weekly school-based leadership team, coordinates with parental engagement liaison

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

Title I Parental Engagement Liaison: coordinate parental programs and family resource center, organize parent and community business partners involvement, build bridges of communication between home, school and community, determine and assess parents' needs and provide resources through the family resource center, participates in weekly school-based leadership team, coordinates with Title I Facilitator

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

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

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|------------------|----------------------------|
| Earl Deen | Principal |
| Kara Hazivisilas | Parent |
| Wendy Hallett | Business/Community |
| Jim Lemieux | Business/Community |
| Nancy Hurst | Education Support Employee |
| Monica Sizemore | Parent |
| Laura Arroyo | 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

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

Development of this school improvement plan

The SBLT team and SAC members participate in the creation of the SIP. The SAC chair and members are given the opportunity to provide input during the development process. The SIP draft is presented by the Principal to the SAC for review and approval.

Preparation of the school's annual budget and plan

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

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

Due to late date of arrival of funds, May 30, 2014, there was limited spending.

The projects funded were for:

\$173.53 - Media for ink and toner for school's poster maker

\$342.85 - PE equipment

\$215.49 - FCAT 2.0 snacks

\$1,501.20 - year 2014-15 student planners

Funds will be requested at the beginning this year to reimburse school's budget for student planners for 2014 -2015 school year.

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 |
|-------------------|---------------------|
| Johnson, Roseanne | Instructional Coach |
| Pellito, Bob | Instructional Media |
| Wickstrom, Rachel | Teacher, K-12 |
| Shea, Glenda | Teacher, K-12 |
| Leggett, Stacey | Teacher, K-12 |
| Martin, Cindy | Teacher, K-12 |
| Monsod, Amber | Teacher, K-12 |
| Cassels, Hanora | Teacher, K-12 |
| Illesley, Darryl | Teacher, K-12 |

Duties

Describe how the LLT promotes literacy within the school

The LLT arranges activities celebrating literacy such as Book Parade, AR Family Nights, AR shirts and Battle of the Books. The team also coordinates district-wide literacy week activities, Sunshine State Readers Book Club, and participates in Dr. Seuss Night.

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

School strategies for encouraging a positive working relationship between teachers are providing a common planning time during each school day, arranging monthly professional development according to subject area and grade levels, and providing additional common planning time (45 minutes) at the end of each school day.

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

Pine Grove will provide a positive school culture that fosters the sense of both family and belonging. We strive for academic success through intensive concentration on reading, math, science, writing, technology and community involvement. We are a PBS school which promotes a positive behavioral environment.

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

The teacher mentoring program is led by the Title I Improvement Facilitator, Angelina Haripersad. It includes instructional practice coach and math coach which offers support to teachers in all subject areas.

Mentor support is provided for all new instructional staff members, through the Title I Teacher Mentor Program and the district. Mentors are assigned up to three mentees to work with and provide instructional support throughout the year. Mentors have set district requirements, including an informal observation, to complete with the mentee.

Established teachers needing mentorship are given instructional support through their team leaders or instructional coaches.

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 school ensures its instructional programs and materials are aligned to Florida's standards through continuous walk-throughs by school based leadership team using Charlotte Danielson model, support through mentors for those needing help, and recognition for jobs well done.

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

Data will be disaggregated through monthly data chats and shared through monthly MTSS meetings. The state's assessments and previous documentation will help to determine students that will be assisted through the MTSS process. Title I provides funding for Extended Day which will target grades 3 through 5 students in the lowest quartile.

Core curriculum provides tiered instruction for differentiation to provide Tier 2 and 3 services, as well as enrichment. Tier 2 will be provided by teachers and paraprofessionals, while Tier 3 is provided by certified instructional staff only.

School resources in the Title I Family Center are prescribed by the teachers from student data and aligned with their needs to assist the families in supporting students' deficits at home.

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: 4,800

Using a research based curriculum, certified teachers will provide instruction to students in the lowest quartile addressing identified areas of proficiency weaknesses. In addition, students receive additional time with SuccessMaker using the custom course to individualize computer-based instruction.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

Data will be collected from SuccessMaker reports, FAIR and SAM test results, teachers' assessments along with pre- and post-tests. The data is reviewed and monitored by leadership team. These data sources are evidence of the desired effectiveness of the After School program strategy.

Strategy: Before School Program

Minutes added to school year: 3,840

Students receive computer-based instruction addressing their academic needs prior to the start of school.

Strategy Rationale

The strategy offers academic instruction in the core curriculum to support the needs of students in the lowest to highest quartile.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

Data will be collected from SuccessMaker reports, FAIR and SAM test results, teachers' assessments along with pre- and post-tests. The data is reviewed and monitored by leadership team. These data sources are evidence of the desired effectiveness of the After School program strategy.

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 Grove uses the kindergarten round up program to assess incoming students and provide parents with resources for academic readiness. Title I Parent Engagement Liaison presents kindergarten readiness program to parents and caregivers of Head Start children, and invites families to visit the school.

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

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

NA

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

NA

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

NA

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

NA

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.** We will intensify rigor and delivery of instruction, through integration of reading and writing strategies, journaling and extended responses throughout the curriculum.

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. We will intensify rigor and delivery of instruction, through integration of reading and writing strategies, journaling and extended responses throughout the curriculum. 1a

G039379

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FAA Writing Proficiency | 42.0 |
| FCAT 2.0 Science Proficiency | 38.0 |

Resources Available to Support the Goal 2

- Instructional Practice coaches
- 30 minutes added to STEM block
- Writing across the curriculum
- Science resource teacher on rotation
- Title I facilitator Science walk throughs
- Departmentalization
- STEM committee to address concerns

Targeted Barriers to Achieving the Goal 3

- Teachers do not effectively plan their lessons using backwards design to implement the shift to the new Florida standards.

Plan to Monitor Progress Toward G1. 8

Daily administrative walk throughs and coaches' observation log

Person Responsible

Earl Deen

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Compiled data and looking for patterns and trends

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. We will intensify rigor and delivery of instruction, through integration of reading and writing strategies, journaling and extended responses throughout the curriculum. **1**

 G039379

G1.B1 Teachers do not effectively plan their lessons using backwards design to implement the shift to the new Florida standards. **2**

 B109875

G1.B1.S1 45 minutes additional common planning time for disaggregation of data for teachers to collaborate on lesson plans using backwards planning **4**

 S121604

Strategy Rationale

Teacher planning and instruction is focused on standards will increase proficiency in areas of concern

Action Step 1 **5**

Members of the SBLT team will guide teachers during the additional time to plan standards-based instruction.

Person Responsible

Earl Deen

Schedule

Weekly, from 9/12/2014 to 5/29/2015

Evidence of Completion

Students will produce weekly standards-based artifacts.

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

Coaches' walk through instrument to monitor implementation.

Person Responsible

Earl Deen

Schedule

Weekly, from 9/12/2014 to 5/29/2015

Evidence of Completion

Coaches' walk throughs will monitor implementation of standards-based instruction with an observation log focused on look-fors.

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

Increase in student engagement and increase in mean of standards-based assessments

Person Responsible

Earl Deen

Schedule

Weekly, from 9/12/2014 to 5/29/2015

Evidence of Completion

Administration walk through and coaches' observation log

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 | Members of the SBLT team will guide teachers during the additional time to plan standards-based instruction. | Deen, Earl | 9/12/2014 | Students will produce weekly standards-based artifacts. | 5/29/2015 weekly |
| G1.MA1 | Daily administrative walk throughs and coaches' observation log | Deen, Earl | 8/18/2014 | Compiled data and looking for patterns and trends | 5/29/2015 weekly |
| G1.B1.S1.MA1 | Increase in student engagement and increase in mean of standards-based assessments | Deen, Earl | 9/12/2014 | Administration walk through and coaches' observation log | 5/29/2015 weekly |
| G1.B1.S1.MA1 | Coaches' walk through instrument to monitor implementation. | Deen, Earl | 9/12/2014 | Coaches' walk throughs will monitor implementation of standards-based instruction with an observation log focused on look-fors. | 5/29/2015 weekly |

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. We will intensify rigor and delivery of instruction, through integration of reading and writing strategies, journaling and extended responses throughout the curriculum.

G1.B1 Teachers do not effectively plan their lessons using backwards design to implement the shift to the new Florida standards.

G1.B1.S1 45 minutes additional common planning time for disaggregation of data for teachers to collaborate on lesson plans using backwards planning

PD Opportunity 1

Members of the SBLT team will guide teachers during the additional time to plan standards-based instruction.

Facilitator

Members of the SBLT

Participants

Grade level teachers

Schedule

Weekly, from 9/12/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

| Summary | |
|-------------|-------|
| Description | Total |
| Grand Total | 0 |