

Pinar Elementary



2014-15 School Improvement Plan

Pinar Elementary

3701 ANTHONY LN, Orlando, FL 32822

[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
90%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	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 students 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 the nation

School Environment

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

Teachers and staff participate in a variety of training opportunities offered by Orange County Public Schools to increase cultural awareness and better understand the needs of students from diverse backgrounds. Teachers use classroom meetings and participate in after school events to promote positive relationships with their students and families. Pinar offers after school activities such as dance and ensemble where students and staff have additional opportunities to build a relationship outside the classroom.

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

Pinar has a Positive Behavior Support (PBS) Committee which focuses on school rules, procedures and positive behavioral support. This committee develops and refines rules and procedures to maintain order and create a safe working and learning environment. School and classroom routines and procedures are addressed in class by the teachers. Behavior and discipline data is analyzed by the PBS Committee to determine trends and to identify areas of concern.

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

Pinar Elementary uses Positive Behavior Support (PBS). The PBS Committee has developed school wide expectations and a school wide management system. All teachers and staff are trained and expected to teach and reinforce these expectations. Teachers hold regular class meetings to create a safe learning environment focused on academic success.

Pinar's behavior plan is as follows:

EXPECTATIONS:

1. Be respectful
2. Follow directions
3. Keep hands, feet & objects to yourself
4. Always do your best

MONITORING (LADDER) SYSTEM WITHIN THE CLASSROOM

1. Purple FABULOUS
2. Blue GREAT
3. Green GOOD START
4. Orange WARNING

5. Red THINK TIME

This monitoring system works like a ladder. Students can move up or down the system at any time as dictated by their behavior choices. All students start every day at GREEN – GOOD START.

CONSEQUENCES

1. Verbal Reminder-Stays on GREEN
2. Warning-Moves to ORANGE
3. Time out (within the classroom) for 5 minutes (K-1 = 2 minutes) -Stays on ORANGE
4. Time out (within the classroom) for 10 minutes (K-1 = 4 minutes)-Stays on ORANGE
5. Think & Rethink (copy sent home to be signed by parent)-Moves to RED
6. Time out (in another grade-level classroom)-Stays on RED

REWARDS:

Once a student receives 5 purples, he/she will receive a purple ticket which they will be able to redeem for a treat. In addition, their name will be added to our Fabulous Jar. At the end of each grading period, 5 names per grade level will be pulled and those students will be invited to a Fabulous Behavior Party. Other rewards for making positive choices will be coordinated by the classroom teachers.

Students who need additional support receive weekly social skill lessons and are placed on individualized behavior support plans.

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

Pinar staff offers social-emotional skills classes to small groups of children during the school day. A social worker is available to all students and is able to offer a variety of social services. These services include, mental health counseling, food and shelter needs and parenting programs. The certified counselor makes referrals to public and private counseling agencies.

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

Early warning indicators are tracked and monitored by members of the leadership team. Discipline data is monitored on a monthly basis by the dean and the positive behavior support committee. Attendance is monitored by the registrar on a regular basis. When a student has reached ten days of excused and or unexcused absences, an attendance meeting is scheduled with the student and the parent. Students who are not performing on grade level are monitored by teachers and the leadership team. They are placed in the proper intervention group, offered tutoring opportunities and monitored regularly. The early warning indicators include:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	14	10	16	15	9	6	70
One or more suspensions	0	2	5	6	6	6	25
Course failure in ELA or Math	0	0	9	10	3	2	24
Level 1 on statewide assessment	0	0	0	29	18	23	70

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	4	14	9	4	31

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

Students who are identified by the early warning system are provided interventions in order to aid in improving their academic performance. For students who struggle with attendance, intervention meetings are held with the parents and an administrator to discuss and determine strategies to improve attendance rates. Students in grades three through five who are not performing at grade level as indicated by ELA and Math state/school assessments are offered before and after school tutoring opportunities to provide additional assistance. During the instructional day, identified students receive intensive reading intervention and data is collected to track student success. Parent meetings are held to ensure a school, parent partnership for the success of students. Students who have more than one suspension are put on an individualized behavior plan that addresses the specific concern and data is monitored for improvement.

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

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 Partners in Education Program is utilized to establish and maintain relationships with local businesses and community members. Mutual support is provided and the school is able to expand its resources to better serve the students and staff. Once partnerships are established, businesses are invited to community events and are able to volunteer and or donate resources to the school. Through the program, the school is able to successfully put on community events and offer additional resources

to parents in efforts to increase student achievement. Each year partnerships are discussed and renewed.

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
Merritt, Stacey	Principal
Dimery-Anderson, Gemma	Instructional Coach
Trainor, Michelle	Instructional Coach
May, Samuel	Dean
Salvia-Scotchie, Wendy	Guidance Counselor
Torres, Coral	Other
D'Angelo, Jillian	Other

Duties

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

The leadership team consists of the principal, dean, CRT, CCT, staffing specialist, reading coach and math coach. Weekly leadership PLC meetings are scheduled to stay aware of school issues and collaborate on problem solving techniques for school wide concerns. The principal oversees the total school operation. The dean is the discipline designee. He also serves as the point of contact for all student awards and recognition. The CRT serves as the contact for all state and district assessments and is the textbook manager. The math coach is the point of contact for the CGI math study for grades one and two and for math instruction. The reading coach is in charge of Tier II and Tier III reading interventions, in addition to core reading instruction. The reading and math coach share the position of instructional coach and also oversee the school wide PLCs and coordinate and monitor the tutoring program under the supervision of the principal. The CCT and staffing specialist monitor errors and compliance with all ESE and ESOL plans and testing. The staffing specialist works as parental involvement contact to provide additional family supports offered outside the school setting. She works in partnership with local churches, the school social worker and SEDNET.

The leadership team works together to facilitate the MTSS process with teachers. The focus is on struggling students and monitoring progress through graphs and data charts. Other staff members join the MTSS team, as needed, depending on the individual needs of the student(s) and or teacher. By involving other staff members with different areas of expertise, the MTSS team is able to improve the behavioral and academic success of our students through the analysis of student data in all subgroups. This team consistently reviews and monitors students' intervention plans to determine their efficacy and adjust plans as needed. Parents are invited to attend MTSS team meetings as they are a valued member of the MTSS team.

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 role of the school-based MTSS leadership team in the development of the school improvement plan is to provide input utilizing data from the 2014 FCAT scores to develop our annual goals and strategies, monitor progress of the strategies and provide instructional support to teachers in the areas of best instructional practices, interventions, MTSS, data-analysis and on-going progress monitoring. The MTSS leadership team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on Tier 1, 2, and 3 targets, academic and social/emotional areas that needed to be addressed, helped set clear expectations for instruction (rigor, relevance, relationship), facilitated the development of a systemic approach to teaching (gradual release, essential questions, activating strategies, teaching strategies, extending, refining, and summarizing) and aligned processes and procedures.

Pinar Elementary School's MTSS Leadership Team functions as follows:

Step 1: Teachers implement the school's Standard Protocols for Tier 1 instruction and Tier 2 and Tier 3 differentiation. Within the first two weeks of school, initial performance data is gathered for all students in reading and math.

Step 2: After implementing Tier 2 and/or Tier 3 interventions as identified in our Standard Protocols and noting minimal progress for 3 weeks, the classroom teacher notifies the grade level MTSS contact of concern with a student's progress.

Step 3: The grade level contact schedules an initial meeting with the grade level team and their leadership team representative.

Step 4: The classroom teacher implements interventions as identified during the initial meeting and progress monitors weekly for at least 3 weeks.

Step 5: The grade level contact forwards the initial MTSS meeting information to our school's MTSS contact so a follow-up MTSS meeting with the school-wide leadership team can be scheduled within 3 weeks of the initial meeting.

Step 6: The school based MTSS leadership team conducts a follow-up meeting with the teacher and the grade level team using the Problem Solving Process.

1. Identify the problem.
2. Why is the problem occurring?
3. What are we going to do about it?
4. Implement the intervention.
5. Analyze the effectiveness of the intervention.

Step 7: Interventions continue to be implemented and learning is monitored weekly. Continue to hold follow-up MTSS meetings with school-wide team every 3 weeks until student learning is evident with consistent data.

School Advisory Council (SAC)**Membership**

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

Name	Stakeholder Group
Stacey Merritt	Principal
Florence Roberts	Parent
Coral Torres	Teacher
Alex Matos	Parent
Diana Gibson	Parent
Marilyn Galindo	Education Support Employee
Veronica Figueroa	Parent
Natalia Johnson	Teacher

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

The SAC met to review last year's school improvement plan as well as assessment data to identify areas of strength and areas where the school needs additional focus and resources.

Development of this school improvement plan

SAC meetings were held during the 2013-2014 school year. Meetings included evaluation of SIP and input on the creation of the 2014-2015 SIP including, but not limited to, school and community surveys.

SAC meets regularly to discuss the school's progress towards the goals addressed in the previous School Improvement Plan and makes adjustments throughout the year that are then compiled and used to create the current school improvement plan.

Preparation of the school's annual budget and plan

The general budget, specifically the funds to which SAC gives input, are reviewed with SAC throughout the school year.

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

Funds are used to support the school improvement plan. Proposals are made during the year and voted on at SAC meetings.

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

SAC vote in October will finalize roster and bylaws.

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Merritt, Stacey	Principal
Torres, Coral	Other
Trainor, Michelle	Other
D'Angelo, Jillian	Other

Duties

Describe how the LLT promotes literacy within the school

The LLT will focus on:

- implementing reading progress monitoring tools K-5, assist teachers with interpretation of the data and impact on instructional design of lessons
- full implementation of CCSS in all grades
- support and training of the 60 minute small group ELA instruction with a strong focus on rigor and literacy centers
- monitor MTSS reading plan and support

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

Teachers are grouped by grade level to form professional learning communities. Teachers have common planning time that is used to focus on data analysis and best practices regarding instruction. Time is dedicated each week to common planning where teachers plan with their team to create the standards based lessons incorporating best practices. Teachers are given the opportunity to observe their peers to increase pedagogical knowledge.

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

1. Hiring highly qualified teachers based on certification and degree
2. Ongoing staff development and team meetings
3. Supporting of teachers by principal
4. Partnering new teachers with veteran teachers
5. Meeting throughout the year with new teachers
6. Coaching support
7. Facilitating planning and provide support
8. Creating professional learning communities

The principal is ultimately responsible for this area with the support of the instructional coaches (reading/math).

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

Due to the number of new staff members at Pinar, there are two instructional coaches this year. They will hold monthly meetings focusing on the systems at Pinar as well as current OCPS initiatives. Each new teacher receives a mentor based on data, proven track record as a coach, and content areas. This process will be supervised by the 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

Core instructional programs and materials are aligned to Florida's Standards by using only OCPS adopted materials for all instruction in the classroom. Instructional staff and administration are familiar with the new standards and are able to access them along with resource materials to support instruction from the State Department of Education web site. Ongoing professional development will be provided in order to assist staff in the process of analyzing materials to ensure they meet all the requirements and align with the Florida Standards Assessment.

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

Pinar utilizes a problem solving approach. Students' prior year data, current baseline data and current diagnostic assessment data is triangulated to identify students who are at risk, on target or in need of enrichment opportunities. This data is then used to formulate instructional plans. All students receive access to core instruction. If needed, at risk students are provided scaffolding and additional instructional support. A forty minute block of time is provided daily. During this time, at risk students receive targeted intervention to close the achievement gap, on target students receive instruction with a focus on maintaining and increasing academic strengths and the above target students receive enrichment through project based instruction such as STEM. All classrooms incorporate best practices, ELL and ESE strategies. Data is reviewed bi-weekly and instructional plans are monitored and adjusted as needed based on the new data.

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

Strategy: Before School Program

Minutes added to school year: 3,840

Before school tutoring consists of teacher led small groups that are focused on specific math skills. Student groupings are fluid based on biweekly data reviews and used to close the gaps in learning for Level 1 and 2 students as well as targeted fragile learners.

Strategy Rationale

Providing additional support in a smaller class setting allows teachers to focus on the missing skills to close the achievement gap. Students who attend tutoring outside of the school day, benefit by missing no core instructional time.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dimery-Anderson, Gemma, gemma.dimery-anderson@ocps.net

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

Data is triangulated through benchmark assessments (Core), formative assessments (Core) and bi-weekly progress monitoring (skill specific interventions).

Strategy: After School Program

Minutes added to school year: 5,760

After school reading tutoring consists of teacher led small groups that are focused on specific reading skills. Student groupings are fluid based on biweekly data reviews and used to close the gaps in learning for Level 1 and 2 students as well as targeted fragile learners.

Strategy Rationale

Providing additional support in a smaller class setting allows teachers to focus on the missing skills to close the achievement gap. Students who attend tutoring outside of the school day, benefit by missing no core instructional time.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Trainor, Michelle, michelle.trainor@ocps.net

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

Data is triangulated through benchmark assessments (Core), formative assessments (Core) and bi-weekly progress monitoring (skill specific interventions).

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

Kindergarten registration information is distributed starting in April. It is also made available on our school website, district website and local media. When parents register, they are provided kindergarten readiness information. Kindergarten teachers make individual appointments with parents and students assigned to their class to familiarize them with the classroom and the teacher prior to the start of school. Kindergarten teachers administer FLKRS within the first 30 days of the school year. Within the first two weeks of school, kindergarten is given extra support for embedding daily routines and procedures. A kindergarten parents' day is scheduled at the end of kindergarten to celebrate the students' accomplishments and give an overview of first grade.

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

Pinar is working towards AVID certification. We partner with UCF Burnett Honors College to promote college awareness and promote self advocacy. We use student led conferences and goal setting to promote academic and career planning. We also individualize instruction during small group time to meet educational needs and fill gaps.

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

Through implementation of the CCSS and AVID, we are preparing students for college and career. We plan cross-curricular lessons that integrate social studies and STEM and are working to incorporate 21st century learning skills and projects that help students make connections to real world experiences.

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

STEM inquiry investigations and experiments are taking place weekly within the academic instruction to provide hands on experience with science, math, engineering, and technology integration and problem solving in real world situations. Virtual manipulatives and science labs are used to expose students to technical alternatives for problem solving. In addition, we are utilizing computer based intervention and motivation programs such as iReady, Accelerated Reader, and iStation to build academic achievement and increase motivation.

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

The strategies implemented at Pinar for improving student readiness based on the annual analysis of the High School Feedback report include immediate assessments, intensive interventions, and strategic fluid instructional groups. Beginning of the year diagnostic assessments provided through PAST/CORE, Journeys and Go Math will be used to identify deficiencies. Teachers will form fluid and strategic intervention groups to provide remediation and enrichment support starting in September and continuing throughout the school year to increase reading and math proficiency to prepare students for on grade level or above coursework in their later academic career. In addition, STEM activities are embedded in the instruction to provide real world problem solving integration and prepare 21st century learners for future academics in science, math, engineering, or technology fields. Another strategy is the implementation and digital access through the use of computer programs and digital curriculum to prepare learners for communicating and demonstrating knowledge with technology as a means of communication. Besides strategies for instruction, recognition

strategies are in place to honor academic achievement and motivate student goal setting, The quarterly honor roll award ceremonies recognize academic achievement for K-5 students earning A and B letter grades. The Sunshine State Reader sleepover features a ceremony, dinner, and virtual author chats for students who read all of the Sunshine State books and earn high scores on the Accelerated Reader assessment for each book motivating students to set independent reading goals. The Bridging Ceremony recognizes students accomplishments in elementary school and prepares them for their middle school experience by honoring students and creating a vision of learning for future years in front of their families at the middle school campus.

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 as a result of teachers' implementation and use of the Florida Standards within the Instructional Framework.

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 as a result of teachers' implementation and use of the Florida Standards within the Instructional Framework. **1a**

 G039993

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	63.0

Resources Available to Support the Goal **2**

- Journeys, iStation, Read180, Voyager, Ready Florida, reading coach, support personnel

Targeted Barriers to Achieving the Goal **3**

- Lack of true PLCs

Plan to Monitor Progress Toward G1. **8**

Common assessment data will be reviewed using item analysis to determine mastery of the learning targets.

Person Responsible

Stacey Merritt

Schedule

Biweekly, from 9/29/2014 to 6/3/2015

Evidence of Completion

Common assessment data disaggregated by benchmarks and learning targets will be monitored for mastery of the standards.

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 as a result of teachers' implementation and use of the Florida Standards within the Instructional Framework. **1**

 G039993

G1.B8 Lack of true PLCs **2**

 B115327

G1.B8.S3 Create grade specific PLCs which focus on creation of common assessments through deconstruction of standards followed by data analysis of the assessments. **4**

 S126895

Strategy Rationale

A systematic process of deconstructing the Florida Standards to create common assessments will increase teachers' understanding of the standards. The ongoing cycle of reviewing data and incorporating best practices will drive standards based instruction.

Action Step 1 **5**

Create grade specific PLC cycle with specified meeting times and agendas.

Person Responsible

Stacey Merritt

Schedule

On 6/3/2015

Evidence of Completion

PLC cycle calendar

Action Step 2 5

Teachers will meet in PLCs to deconstruct standards and create common assessments.

Person Responsible

Stacey Merritt

Schedule

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

Evidence of Completion

PLC cycle calendar, PLC notes, common assessment uploaded to collaboration site

Plan to Monitor Fidelity of Implementation of G1.B8.S3 6

Team PLC notes, common assessments and item analysis will uploaded to collaboration site reviewed by administration and the coaches

Person Responsible

Stacey Merritt

Schedule

Weekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

The evidence collected will be PLC meeting notes, common assessments and item analysis

Plan to Monitor Effectiveness of Implementation of G1.B8.S3 7

Common assessments will be monitored to ensure all learning targets are included

Person Responsible

Stacey Merritt

Schedule

Weekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Item analysis chart will be created to identify learning targets assessed by the common assessment.

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.B8.S3.A1	Create grade specific PLC cycle with specified meeting times and agendas.	Merritt, Stacey	8/11/2014	PLC cycle calendar	6/3/2015 one-time
G1.B8.S3.A2	Teachers will meet in PLCs to deconstruct standards and create common assessments.	Merritt, Stacey	8/18/2014	PLC cycle calendar, PLC notes, common assessment uploaded to collaboration site	6/3/2015 weekly
G1.MA1	Common assessment data will be reviewed using item analysis to determine mastery of the learning targets.	Merritt, Stacey	9/29/2014	Common assessment data disaggregated by benchmarks and learning targets will be monitored for mastery of the standards.	6/3/2015 biweekly
G1.B8.S3.MA1	Common assessments will be monitored to ensure all learning targets are included	Merritt, Stacey	8/25/2014	Item analysis chart will be created to identify learning targets assessed by the common assessment.	6/3/2015 weekly
G1.B8.S3.MA1	Team PLC notes, common assessments and item analysis will be uploaded to collaboration site reviewed by administration and the coaches	Merritt, Stacey	8/25/2014	The evidence collected will be PLC meeting notes, common assessments and item analysis	6/3/2015 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. Student achievement will increase as a result of teachers' implementation and use of the Florida Standards within the Instructional Framework.

G1.B8 Lack of true PLCs

G1.B8.S3 Create grade specific PLCs which focus on creation of common assessments through deconstruction of standards followed by data analysis of the assessments.

PD Opportunity 1

Create grade specific PLC cycle with specified meeting times and agendas.

Facilitator

Stacey Merritt

Participants

Teachers

Schedule

On 6/3/2015

PD Opportunity 2

Teachers will meet in PLCs to deconstruct standards and create common assessments.

Facilitator

Stacey Merritt

Participants

Teachers

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Student achievement will increase as a result of teachers' implementation and use of the Florida Standards within the Instructional Framework.	19,700
Grand Total	19,700

Goal 1: Student achievement will increase as a result of teachers' implementation and use of the Florida Standards within the Instructional Framework.

Description	Source	Total
B8.S3.A1 - PLC Notebook: binders, printing costs	General Fund	500
B8.S3.A2 - PD is provided during the school day, and substitutes are provided every quarter to promote collaboration among teams		19,200
Total Goal 1		19,700