

Pine Island Elementary School



2014-15 School Improvement Plan

Pine Island Elementary School

5360 RIDGEWOOD DR, Bokeelia, FL 33922

<http://pie.leeschools.net/>

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
68%

Alternative/ESE Center
No

Charter School
No

Minority
33%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Pine Island Elementary's mission statement is to foster a harmonious environment that is conducive to the success of our students.

Provide the school's vision statement

Pine Island's vision statement is academic and social excellence in a nurturing environment.

School Environment

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

At Pine Island Elementary, teachers examine student cumulative record folders prior to the students' first day of school. The cumulative records give a great deal of background on each child, including the students' cultures. Teachers and staff members discuss the children, sharing information that will assist the next-year's teacher in building a successful relationship with her students. Teachers cultivate bonds with their students through class-building activities such as the Responsive Classroom, Kagan Structures, as well as school-to-home communications. Our school counselor is available to assist in transitioning students new to the school. Our ESOL Paraprofessional also gives insight into students and families that she has had contact with.

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

Pine Island Elementary faculty greet students each morning, and again at the day's end. Whether at the bus ramp, the parent pick up line, or in front of the classrooms, our faculty and staff presence is very visible throughout the school day, ensuring that all students are safe. Our school counselor is available to speak with children if they are having any problems or anxiety. We facilitate the Bully Safe Program at our school. The school counselor provides in-class lessons on the topic of being an active reporter. These lessons help students in all grades, K-5, understand and identify who to report to and when to do so. She will be implementing a program on safe behavior that will include role playing. Students also receive a character education curriculum which is implemented through the Social Studies curriculum, as well as guidance lessons.

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 Island Elementary utilizes the Assertive Discipline Model in which teachers establish rules, consequences, and rewards to "take control" of the classroom. Students work with classroom teachers to establish these rules. In grades K-3, classroom teachers have implemented elements of the Positive Behavior Support Model. Students who are having an "off" day may work their way back to a "Superstar" day by exhibiting positive behaviors in the classroom, hallways, at specials, and recess. For students that require an individualized behavior plan based on needs, a check-in/check-out process is in place to allow the student to meet twice daily with the school counselor or administrator to set the tone for the day and review their day.

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

All teachers utilize the school counselor via guidance lessons on a twice monthly basis for all Pine Island students. Teachers will refer individual students whose needs require more in-depth counseling for small group or individual sessions. Pine Island also teams with the Beacon of Hope to provide after-school mentoring to students who need additional support through the Students Achieving Success program. Classroom teachers work with a teacher liaison to communicate student needs to the Students Achieving Success coordinator. Volunteers in our classrooms and through-out the school offer support and guidance academically, as well as socially.

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?

No

PIP Link

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

Description

Pine Island Elementary builds long-lasting positive relationships and parental involvement by offering a variety of opportunities for parents to join in on the academic and social happenings of their children through Open House, the Pine Island Elementary Fishing Tournament, Parent-Teacher Conferences, Kindergarten Feast, Movie on the Lawn, Holiday Performance, Spring Fest, volunteer opportunities, principal parties, as well as CPTO membership. This year, we are establishing a Watch D.O.G.S. program to bring male figures into the school and provide opportunities for our students to have additional male role models in their lives. Pine Island Elementary utilizes our SAC members, especially parents, to build relationships and receive input regarding what we can do to cultivate positive relationships with our PIE families. Our School Advisory Committee members are the voice of our small island community. Information that is shared with our SAC members is disseminated to others within the community so all parents are kept abreast of happenings at Pine Island Elementary. We are also utilizing the district-approved Parent Link resource to communicate student grades and attendance, as well as important messages with families. Parent volunteers and parent members of our CPTO play an integral role in our relationship building.

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

Pine Island Elementary is a small barrier island school with amazing community support. Networking by the school principal is the key to our partnerships. Our parent partners, as well as community partners do not hesitate to get involved when asked by school administration. Face-to-face meetings with local business owners to discuss our needs takes place on a consistent basis. Partnerships with the local Winn-Dixie has allowed for students to participate in a store field trip to teach the kids the "behind-the-scenes" workings of a grocery store. A variety of business partners volunteer services during our Open House night, as well as at other school activities. Our community fraternities such as the Elks Club, the Matlatcha Mariners, as well as the Matlatcha Hookers, donate school supplies and monies for teacher resources to ensure student achievement.

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
Mazzoli, Robert	Principal
Amico-Dodig, Bridget	Other
Stearns, Casey	Teacher, K-12
Bernard, Lora	Teacher, K-12
Cann, Jennifer	Teacher, K-12
Renz, Monica	Teacher, K-12
Benjamin, Nancy	Teacher, K-12
Hammond, Katherine	Teacher, K-12
Frahm, Cathy	Guidance Counselor
Garris, Tina	Teacher, ESE

Duties

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

Team Lead Teacher

- May facilitate Professional Development to faculty
- May act as Math, Reading, or Science contacts, as well as coaches
- Spokespeople for their grade levels, front-loading ideas and bringing team concerns to the table
- Keep notes and minutes for weekly grade-level PLCs

Principal

- Provides the direction and vision of our building
- Provides or coordinates valuable and continuous professional development
- Conducts Classroom Walk-throughs
- Meets with grade-levels to review and discuss student data
- Disseminates information from the District level to all faculty and staff
- Facilitates implementation of the MTSS problem-solving process in the building
- Attends MTSS Team meetings to be active in the MTSS change process
- Acts as a member of the SAC and CPTO

Guidance Counselor

- Provides guidance lessons to all students in the K-5 classrooms
- Conducts individual and small group counseling sessions when needed
- Communicates with parents about student needs
- Facilitates a check in/check out program for students in the MTSS process
- Often MTSS team facilitator and Child Study Team note taker
- Conducts social-developmental history interviews when requested

Curriculum Specialist

- Provides mentoring and coaching in academic areas of need
- Facilitates Professional Development to faculty and staff
- Often MTSS team facilitator
- Schedules and attends MTSS team meetings

- Maintains log of all students involved in the MTSS process
- Sends parent invites
- Completes necessary MTSS forms
ESE/Learning Resource Teacher
- Facilitates Professional Development to faculty in areas of data analysis and Webb's Depth of Knowledge
- Provides small group instruction
- Consults with MTSS Team regarding interventions
- Incorporates MTSS data when making eligibility decisions
- Facilitates a STEM lab bi-weekly

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

School leaders at Pine Island Elementary identify and align all available resources when creating our master schedule. Special area classes (Physical Education, Art and Music) are not held for the first hour of the school day so those teachers can be utilized in the primary classrooms to facilitate small group instruction in Reading and Math. Our Educational Paraprofessionals are placed in each of the primary grade levels, K-2, in an effort to provide additional support to those students. Throughout the day, our paraprofessionals can be found working with small groups of children or individual children to remediate and extend the lesson.

Our ESE/Learning Resource teacher provides support to our intermediate grades. In the morning, she works with her ESE students to meet their individual needs. In the afternoon, she works with the lowest 25% as determined by state assessment scores. Students are grouped based on reporting categories. The Learning Resource teacher collaborates with classroom teachers to determine which students will be in her group and lessons to be applied. Student movement is fluid since the lowest 25% in each of the reporting categories change.

A Major Work Area teacher is available on our campus four days a week to provide extension activities to students that qualify for the gifted program. These students engage in higher order thinking activities throughout the day through novel studies, critical thinking lessons, and Sunshine State Math challenge questions.

In addition, once a week, students in all grade levels attend a STEM class to enrich the Science curriculum, and extend learning using deeper thinking skills. This class not only has students building and creating, it involves Socratic discussions and written reflections in the intermediate grades. Pine Island Elementary's SAC discusses and approves the expenditure of School Improvement Plan funds to support student achievement. Pine Island Elementary utilizes Title II funds for professional development opportunities for teachers, supplemental instructional materials aligned with the Florida Standards and NGSS to assist in student achievement, as well as school-based curriculum extension activities.

The building administrator, Robert W. Mazzoli, is responsible for scheduling School Leadership Team meeting and Professional Learning Community meetings. Leadership meetings are held once a month. Whole staff PLC meetings are held bi-weekly.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Edward Kellum	Business/Community
Robert Mazzoli	Principal
Bridget Amico-Dodig	Teacher
Steve Gammon	Education Support Employee
Martha Wagner	Education Support Employee
Amber Kunkel	Teacher
Melinda Manguson	Teacher
Darsey Smith	Parent
Elsie Stearns	Business/Community
Carolyn Kimes	Parent
Dave Cambio	Business/Community
George Miller	Business/Community
James Olsen	Business/Community
Tanya Player	Business/Community
Cristen Olsen	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

SAC members are given an overview of the previous year's school improvement plan to review and discuss during the first meeting. Recommendations for future changes can be made at this time.

Development of this school improvement plan

SAC members review the school's SIP, offering feedback and suggestions for improvement and/or acceptance. SAC members provide feedback to Administration on any and all school improvement related issues. Members will be responsible for monitoring the School Improvement Goals.

Preparation of the school's annual budget and plan

SAC members are briefed on the school's budget once it is received. School administration presents the numbers and a plan for the following year. Members discuss the monies and how they are going to be utilized. Suggestions are made and input is given.

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

Not applicable

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
Amico-Dodig, Bridget	Other
Frahm, Cathy	Guidance Counselor
Stearns, Casey	Teacher, K-12
Garris, Tina	Teacher, ESE
Bernard, Lora	Teacher, K-12
Cann, Jennifer	Teacher, K-12
Mazzoli, Robert	Principal
Renz, Monica	Teacher, K-12
Benjamin, Nancy	Teacher, K-12
Hammond, Katherine	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will continue to provide support for the administration of STAR and STAR EL to all students in grades K-5 four times throughout the school year.

Provide on-going training for teachers to address individual student needs, as well as their own needs with our District-adopted Reading Street series and Academic Plan.

Our LLT will discuss District required reading assessments for grades 3-5 and provide assistance for online testing in this area..

Members of the LLT track student data through weekly progress monitoring, as well as District required Concept Reading Assessments using Performance Matters.

As in the past, we have planned a "Celebrate Reading Week" to involve all grade levels as well as an evening event to bring in our parents.

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

Pine Island Elementary participates in Professional Learning Communities. The entire faculty and staff participated in a back-to-school PLC to create a new mission and vision statement, as well as work on our core values. This was a way to have our faculty and staff work together to discuss what is best for children. Our grade-level teams meet weekly to discuss data and create common assessments. They share a common planning time every day. Grade level teams are located in close proximity for ease of movement among shared students. Vertical alignment is very powerful at Pine Island. Teachers work closely with grade levels below and above theirs to be made aware of expectations. Cross grade-level sharing of ideas such as novel studies occurs daily. Our Learning Resource teacher collaborates with third, fourth, and fifth grade teams to ensure curriculum is aligned even during our remediation and enrichment.

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

- 1.) Bi-weekly Professional Development trainings related to Florida State Standards, newly adopted resources, and Professional Learning Communities.
- 2.) Weekly Professional Learning Community meetings with grade level peers to discuss current student data and data trends.
- 3.) New teachers are partnered with veteran teachers for mentoring purposes.
- 4.) Any teachers that are due for recertification during the current school year receive notification to review their inservice hours record report.

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

Newly hired teachers are teamed with a veteran teacher in either their current grade level or within their current school level (Primary or Intermediate). Together this team collaborates on lesson planning ideas. The teacher mentor is available to answer any questions the new hire may have regarding instruction, class management, etc.. The team meets on a regular basis, and peer observations are conducted.

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

Pine Island Elementary utilizes the Lee County School District Academic Plans. The plans are aligned to Common Core Standards, Florida Standards, and Next Generation Sunshine State Standards. All materials used in our classrooms are district approved and standards-based. Lesson plans must also include the standards when submitted to administration.

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

At the start of the school year, administration prints out data from the previous year's state assessments and STAR/STAR EL. Teachers review the data and discuss how they will accommodate the needs of each student. In grades K-2, a paraprofessional is assigned to each grade level to assist with small groups and individual needs. Special area teachers spend the first hour of the school day with the primary teachers working on Literacy skills with small groups. In grades 3-5, teachers use the FCAT reporting category results to determine small groups for remediation and enrichment during our daily mandated thirty-five minute EAGLE time. Our ESE/ Learning Resource teacher assists with the lowest 25% of each category. Quarterly data meetings are held with administration throughout the year. Teachers discuss the current data based on progress monitoring assessments and district required concept tests. Student movement in groups is based on current needs.

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

Strategy: Extended School Day

Minutes added to school year: 1,440

All-Star FCAT Camp is an hour-long tutoring session held four days each week for six weeks prior to state testing. Each day allows for specific grade levels to focus on either Reading or Math instruction. Instruction is differentiated based on student needs.

Strategy Rationale

To provide remediation and enrichment to students in grades 3-5 six weeks prior to the state administered FCAT assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mazzoli, Robert, robertwm@leeschools.net

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

FCAT testing results for students that participated in 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 Island Elementary encouraged Kindergarten parents to attend Open House held on August 14, 2014 as a time to meet their child's teacher and learn about the curriculum and expectations of a Florida Kindergartener.

Pine Island Elementary Kindergarten teachers screen all Kindergarten students within the first thirty days of instruction using the Florida Kindergarten Readiness Screening test (FLKRS). Kindergarten teachers at Pine Island Elementary administer STAR EL to each student within the first twenty instructional days. This test will be administered three additional times throughout the school year to track student reading abilities.

Pine Island Elementary teachers will invite parents to conferences in the month of October. If there is a concern, teachers will contact parents prior to that date.

Pine Island Elementary students participate in a Swap Day in May. During this time, students "visit" teachers of the next grade level where they are presented with expectations. Fifth grade students receive a visit from a middle school administrator who discusses middle school expectations and answers student questions regarding concerns about moving to a middle school setting.

College and Career Readiness

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

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

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

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

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student achievement gains school-wide by focusing on teaching and learning across the content areas through the implementation of Florida State Standards as measured by classroom walk-through data.

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. Increase student achievement gains school-wide by focusing on teaching and learning across the content areas through the implementation of Florida State Standards as measured by classroom walk-through data. **1a**

G040072

Targets Supported **1b**

Indicator	Annual Target
Math Gains	78.0
ELA/Reading Gains	73.0
FCAT 2.0 Science Proficiency	71.0
Math Lowest 25% Gains	75.0
ELA/Reading Lowest 25% Gains	60.0

Resources Available to Support the Goal **2**

- Built in 35 minute block of Reading remediation and enrichment daily
- Co-teacher support in grades 3-5 for ESE
- Curriculum Specialist support
- Educational paraprofessionals support in grades K-2
- PLC Teams- common collaborative planning
- Common assessments
- Complex text within the content areas
- K-5 STEM classes held bi-weekly
- Students Achieving Success mentoring program
- Volunteers

Targeted Barriers to Achieving the Goal **3**

- Lack of teacher training

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

Discussions through grade-level PLC's and one-on-one conversations between teacher and Administration, as well as Administration and Curriculum Specialist

Person Responsible

Robert Mazzoli

Schedule

Weekly, from 8/12/2014 to 6/16/2015

Evidence of Completion

Grade-level data, Individual teacher data, Student work samples

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. Increase student achievement gains school-wide by focusing on teaching and learning across the content areas through the implementation of Florida State Standards as measured by classroom walk-through data. **1**

 G040072

G1.B3 Lack of teacher training **2**

 B096821

G1.B3.S1 Provide modeling and coaching support to teaching staff **4**

 S108035

Strategy Rationale

Action Step 1 **5**

Will provide classroom modeling and coaching support to the teaching staff

Person Responsible

Bridget Amico-Dodig

Schedule

Monthly, from 8/12/2014 to 6/16/2015

Evidence of Completion

Documentation in lesson plans of modeled strategies; reflective survey

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Meet monthly - Curriculum Specialist and teachers, Curriculum Specialist and Administration, Curriculum Specialist and students

Person Responsible

Bridget Amico-Dodig

Schedule

Monthly, from 8/12/2014 to 6/16/2015

Evidence of Completion

Curriculum Modeling Log/Schedule; random student interview, random student work to demonstrate modeled strategy.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Teachers meet with Curriculum Specialist and Administration to determine the effectiveness of the modeled strategy

Person Responsible

Bridget Amico-Dodig


Schedule

Quarterly, from 8/12/2014 to 6/16/2015

Evidence of Completion

Student samples, grade-level data / teacher individual data on common assessments

G1.B3.S2 Provide Professional Development in the Reading-Writing connection across the content areas in alignment with Florida Standards **4**

 S108036

Strategy Rationale

Action Step 1 **5**

Will provide professional development opportunities in the Reading-Writing connection, as well as Math, in alignment with Florida Standards

Person Responsible

Bridget Amico-Dodig

Schedule

Monthly, from 8/12/2014 to 6/16/2015

Evidence of Completion

Meeting Agendas; Leadership Team minutes; Inservice records

Plan to Monitor Fidelity of Implementation of G1.B3.S2 **6**

Meet monthly to determine inservice needs and register for upcoming inservice opportunities pertaining to the Reading-Writing connection and/or Math needs.

Person Responsible

Bridget Amico-Dodig

Schedule

Monthly, from 8/12/2014 to 6/16/2015

Evidence of Completion

Leadership Minutes; Inservice Record Reports

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Will meet to discuss if needs were met and what further professional development needs to be facilitated

Person Responsible

Robert Mazzoli


Schedule

Monthly, from 8/12/2014 to 6/16/2015

Evidence of Completion

Inservice evaluations and surveys

G1.B3.S3 Provide opportunities for weekly grade level collaborative planning in alignment with the PLC at Work model 4

 S108037

Strategy Rationale

Action Step 1 5

Will participate in weekly collaborative planning and data analysis to make instructional decisions in alignment with Florida Standards.

Person Responsible

Robert Mazzoli

Schedule

Weekly, from 8/12/2014 to 6/16/2015

Evidence of Completion

Performance Matters Data; Data Protocol Binders

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Grade levels will maintain a data protocol binder focusing on the four Essential PLC Questions which will be shared with Administration during grade level PLC meetings

Person Responsible

Robert Mazzoli

Schedule

Quarterly, from 8/12/2014 to 6/16/2015

Evidence of Completion

Completion of current data protocol sheets

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Meet quarterly with PLC teams to discuss data findings and student groupings

Person Responsible

Robert Mazzoli

Schedule

Quarterly, from 8/12/2014 to 6/16/2015

Evidence of Completion

Data Protocol Binders; Meeting Agendas; STAR reports; Performance Matters Reports

G1.B3.S4 Conduct quarterly grade level data review meetings with Administration 4

S108038

Strategy Rationale

Action Step 1 5

Will conduct quarterly data meetings to examine all students in an effort to identify struggling students and how we will respond, as well as what we are doing with students who already responding.

Person Responsible

Robert Mazzoli

Schedule

Quarterly, from 8/12/2014 to 6/16/2015

Evidence of Completion

Grade level data charts and folders; Meeting agendas

Plan to Monitor Fidelity of Implementation of G1.B3.S4 6

Will ensure students are maintaining current goal folders, as well as maintaining up-to-date data boards

Person Responsible

Robert Mazzoli

Schedule

Weekly, from 8/12/2014 to 6/16/2015

Evidence of Completion

Classroom walk throughs; Quality Kid Folders; Data Boards

Plan to Monitor Effectiveness of Implementation of G1.B3.S4 7

Will meet to examine and discuss student achievement and gains throughout the quarter

Person Responsible

Robert Mazzoli

Schedule


Weekly, from 8/12/2014 to 6/16/2015

Evidence of Completion

Performance Matters Reports; STAR and STAR EL reports

G1.B3.S5 Facilitate District-developed Professional Development to align with the LCSD Strategic Plan

4

 S115618

Strategy Rationale

Action Step 1 5

Train teachers in components aligned with District Strategic Plan to improve student achievement

Person Responsible

Robert Mazzoli

Schedule

Biweekly, from 8/18/2014 to 6/16/2015

Evidence of Completion

In-service records, PLC meeting notes

Plan to Monitor Fidelity of Implementation of G1.B3.S5 6

Create a schedule of in-service dates and topics aligned with the Strategic Plan

Person Responsible

Robert Mazzoli

Schedule

Biweekly, from 8/18/2014 to 6/16/2015

Evidence of Completion

Professional Development Plan, In-service records, Documentation in lesson plans, student samples, classroom walk-through observations

Plan to Monitor Effectiveness of Implementation of G1.B3.S5 7

School Leadership Team will meet monthly to discuss effectiveness

Person Responsible

Robert Mazzoli

Schedule

Monthly, from 8/18/2014 to 6/16/2015

Evidence of Completion

Leadership meeting agenda, Surveys and evaluations

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.B3.S1.A1	Will provide classroom modeling and coaching support to the teaching staff	Amico-Dodig, Bridget	8/12/2014	Documentation in lesson plans of modeled strategies; reflective survey	6/16/2015 monthly
G1.B3.S2.A1	Will provide professional development opportunities in the Reading-Writing connection, as well as Math, in alignment with Florida Standards	Amico-Dodig, Bridget	8/12/2014	Meeting Agendas; Leadership Team minutes; Inservice records	6/16/2015 monthly
G1.B3.S3.A1	Will participate in weekly collaborative planning and data analysis to make instructional decisions in alignment with Florida Standards.	Mazzoli, Robert	8/12/2014	Performance Matters Data; Data Protocol Binders	6/16/2015 weekly
G1.B3.S4.A1	Will conduct quarterly data meetings to examine all students in an effort to identify struggling students and how we will respond, as well as what we are doing with students who already responding.	Mazzoli, Robert	8/12/2014	Grade level data charts and folders; Meeting agendas	6/16/2015 quarterly
G1.B3.S5.A1	Train teachers in components aligned with District Strategic Plan to improve student achievement	Mazzoli, Robert	8/18/2014	In-service records, PLC meeting notes	6/16/2015 biweekly
G1.MA1	Discussions through grade-level PLC's and one-on-one conversations between teacher and Administration, as well as Administration and Curriculum Specialist	Mazzoli, Robert	8/12/2014	Grade-level data, Individual teacher data, Student work samples	6/16/2015 weekly
G1.B3.S1.MA1	Teachers meet with Curriculum Specialist and Administration to determine the effectiveness of the modeled strategy	Amico-Dodig, Bridget	8/12/2014	Student samples, grade-level data / teacher individual data on common assessments	6/16/2015 quarterly
G1.B3.S1.MA1	Meet monthly - Curriculum Specialist and teachers, Curriculum Specialist and Administration, Curriculum Specialist and students	Amico-Dodig, Bridget	8/12/2014	Curriculum Modeling Log/Schedule; random student interview, random student work to demonstrate modeled strategy.	6/16/2015 monthly
G1.B3.S2.MA1	Will meet to discuss if needs were met and what further professional development needs to be facilitated	Mazzoli, Robert	8/12/2014	Inservice evaluations and surveys	6/16/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S2.MA1	Meet monthly to determine inservice needs and register for upcoming inservice opportunities pertaining to the Reading-Writing connection and/or Math needs.	Amico-Dodig, Bridget	8/12/2014	Leadership Minutes; Inservice Record Reports	6/16/2015 monthly
G1.B3.S3.MA1	Meet quarterly with PLC teams to discuss data findings and student groupings	Mazzoli, Robert	8/12/2014	Data Protocol Binders; Meeting Agendas; STAR reports; Performance Matters Reports	6/16/2015 quarterly
G1.B3.S3.MA1	Grade levels will maintain a data protocol binder focusing on the four Essential PLC Questions which will be shared with Administration during grade level PLC meetings	Mazzoli, Robert	8/12/2014	Completion of current data protocol sheets	6/16/2015 quarterly
G1.B3.S4.MA1	Will meet to examine and discuss student achievement and gains throughout the quarter	Mazzoli, Robert	8/12/2014	Performance Matters Reports; STAR and STAR EL reports	6/16/2015 weekly
G1.B3.S4.MA1	Will ensure students are maintaining current goal folders, as well as maintaining up-to-date data boards	Mazzoli, Robert	8/12/2014	Classroom walk throughs; Quality Kid Folders; Data Boards	6/16/2015 weekly
G1.B3.S5.MA1	School Leadership Team will meet monthly to discuss effectiveness	Mazzoli, Robert	8/18/2014	Leadership meeting agenda, Surveys and evaluations	6/16/2015 monthly
G1.B3.S5.MA1	Create a schedule of in-service dates and topics aligned with the Strategic Plan	Mazzoli, Robert	8/18/2014	Professional Development Plan, In-service records, Documentation in lesson plans, student samples, classroom walk-through observations	6/16/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning across the content areas through the implementation of Florida State Standards as measured by classroom walk-through data.

G1.B3 Lack of teacher training

G1.B3.S2 Provide Professional Development in the Reading-Writing connection across the content areas in alignment with Florida Standards

PD Opportunity 1

Will provide professional development opportunities in the Reading-Writing connection, as well as Math, in alignment with Florida Standards

Facilitator

District CMT, Curriculum Specialist, Teacher Leaders

Participants

Instructional Staff

Schedule

Monthly, from 8/12/2014 to 6/16/2015

G1.B3.S3 Provide opportunities for weekly grade level collaborative planning in alignment with the PLC at Work model

PD Opportunity 1

Will participate in weekly collaborative planning and data analysis to make instructional decisions in alignment with Florida Standards.

Facilitator

Administration; Curriculum Specialist; Instructional Coaches

Participants

Instructional Staff

Schedule

Weekly, from 8/12/2014 to 6/16/2015

G1.B3.S5 Facilitate District-developed Professional Development to align with the LCSD Strategic Plan

PD Opportunity 1

Train teachers in components aligned with District Strategic Plan to improve student achievement

Facilitator

Teacher Leaders, Curriculum Specialist

Participants

Instructional faculty

Schedule

Biweekly, from 8/18/2014 to 6/16/2015

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