

Pineloch Elementary

3101 WOODS AVE, Orlando, FL 32805

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
100%

Alternative/ESE Center
No

Charter School
No

Minority
96%

School Grades History

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

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

Pineloch Elementary prides itself on its diverse student population. By hosting multi-cultural celebrations with students and parents during the year, a culture of acceptance and tolerance is nurtured. During these celebrations (Hispanic Heritage month, Black History month and Haitian Flay Day), parents are encouraged to share parts of their culture and history with our students. The multicultural committee works closely with parents and teachers to arrange sessions that will expose our students to the various traditions and cultures. The faculty and staff receive professional development on strategies to utilize with our English Language Learners. In addition, our staff has ongoing professional development in the Sheltered Instruction Observation Protocol and is required to have the ESOL endorsement on their professional educator certificate.

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

The atmosphere at Pineloch is centered around a safety first principle. All employees must wear their OCPS badge while on campus. All guests must enter through the reception area to receive a visitor's pass before exiting to the main halls of the school. Parents and visitors are encouraged to complete the ADDitions process as part of our effort to ensure safety. During arrival and dismissal, leadership team members and staff are placed in strategic locations throughout the campus to monitor safety and provide supervision of students. Safety patrols also assist with escorting students to appropriate areas and monitoring behavior.

Additionally, Pineloch Elementary has a school-wide discipline plan which incorporates CHAMPS. The policies, procedures, and routines, are shared with the students at the beginning of the year and reviewed quarterly. An in depth teaching of the Student Code of Conduct is provided to every student at the beginning of the school year. Our Student Resource Officer (SRO) is present once per week and works with our fifth grade students to promote positive behavior that contributes to a safe environment for all.

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

Pineloch uses CHAMPS as a systematic, proactive approach to student behavior. During preplanning, professional development on the use of CHAMPS was differentiated by first time and experienced user sessions. Each grade level collaboratively decided on an implementation plan. Classroom visits, modeling, and coaching are scheduled to ensure that the CHAMPS system is

established and employed in every room.

A school-wide discipline handbook and site plan has been developed and distributed to staff. Systematic interventions and procedures for handling disciplinary incidents has been developed and implemented in all grade levels. The use of an alternative to suspension (PRIDE Room) is in place and monitored for fairness and consistency. Students are retaught behavior expectations and character education before returning to the general education classroom.

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

Pineloch Elementary ensures that the needs of the whole child are being met. An emphasis on school-wide monthly character traits is embedded in guidance lessons and our Proud Panther Program. Students identified as needing social skills either through the MTSS process or individual education plan are provided social skills training by the guidance counselor. Students needing additional support services such as mental health counseling or mentoring are referred to the social worker and guidance counselor who then seeks the assistance of outside 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

To monitor early warning systems, teachers are required to enter attendance daily in ProgressBook. All tardies and early dismissals are entered as well. Each Monday, the registrar exports attendance reports and provide letters to parents. Attendance reports are provided to the truancy team to follow up and provide assistance to families in need.

The dean enters all suspension in a discipline spreadsheet as a method to track suspensions. Discipline data is used by the MTSS team as an early system to identify students and teachers needing assistance and support.

Individual student data to include the lowest 30% is disaggregated and discussed during bimonthly data meetings. Students are targeted for tutoring, social skills, and positive reinforcement. In addition, reading deficiency letters are drafted and communicated to parents during the beginning and midpoint of the school year.

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	43	42	30	28	16	18	177
One or more suspensions	12	12	5	9	7	1	46
Course failure in ELA or Math	0	0	33	10	36	6	85
Level 1 on statewide assessment	0	0	0	56	32	46	134

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	5	4	15	19	28	11	82

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

Pineloch uses a comprehensive approach to improve the academic performance of students with two or more early warning indicators. Through the MTSS process, students are monitored and placed in fluid intervention groups. Tier II students are monitored biweekly and Tier III students are monitored weekly. Our leadership team meets weekly to monitor the early warning system and then action steps are put in place. Students with attendance below 90% will have a home visit by the social worker; course failure or level 1 on statewide assessments will result in tutoring through our after school tutoring services program and leveled instruction within the core subjects. Students with one or more suspensions are monitored by the dean using the discipline tracking spreadsheet.

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

This year's parental involvement targets include efforts to increase parent engagement in a more organized and timely manner: Monthly parental workshops and family oriented activities will be implemented as well as continuous planning and decision making process regarding parent involvement funds through district Title I meetings, activities, and workshops.

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

Pineloch uses the Partners in Education program to attract and maintain community involvement. We enter into an alliance with the business in a way that supports higher student achievement. We have partner sponsored clubs (Robotics) and honor roll luncheons to encourage student achievement. Our volunteer partnership program brings in local community members that support instruction in the classroom through small group assistance, mentoring and by being members of our SAC. In return, partners benefit from advertisement and product placement at various school events.

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
Davis-Wilson, Carletta	Principal
Richardson, Barry	Assistant Principal
Bell, Cymarion	Instructional Coach
Johnson, Alicia	Instructional Coach
Plowdeniz, Valerie	Guidance Counselor
Whitley, Marianna	Other
Williams, Arelia	Dean
McPherson, Demetries	Instructional Coach

Duties

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

The role of our school-based leadership team members is to provide support for all classroom teachers and students. This team is comprised of administrators, resource teachers and coaches, along with teacher leaders on each grade level. Administration sets the vision for the problem-solving process including analyzing school data, classroom observation data, conducting data meetings, and implementation of standards based instruction. Coaches share expertise on instructional practices and select interventions in the assigned content area to target specific needs. Coaches support teachers by utilizing the coaching cycle and ensuring implementation of standards based instruction. The dean and other support staff conduct push in/pull out intervention, behavior support and monitoring of school safety.

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

The leadership team discuss the needs of our students and examine all available resources weekly. The principal leads the team on a root-cause analysis problem solving activity. Then we look at all of the resources listed below and see how we can meet the needs of all of the students.

The MTSS Coordinator schedules monthly meetings to discuss student performance data and strategies, within the MTSS process. Instructional resource teachers and coaches, along with other teacher leaders, model, observe, and provide coaching for classroom teachers. Additional support is provided for students receiving Tier II and Tier III intervention through support facilitation, co-teaching, as well as, small group and individual pull-out models. Multiple data points and progress monitoring data are analyzed to determine effectiveness of action plan.

Funds from Title I, Part A, Title III, Title X - Homeless, SAI, violence prevention programs, nutrition programs will be spent on resources that support the Florida Continuous Improvement Model.

Support structures for implementation of this continuous improvement model will include:

Title I, Part A:

- * Instructional support personnel (resource teachers & instructional coaches).
- * Supplemental tutorial software annual fees
- * Substitute teacher costs for classroom teachers to attend common planning sessions and Lesson Study activities
- * Student agendas designed to support home to school communication

Title III:

* Services are provided through the district for education materials and English Language Learner (ELL) district support services to improve the education of immigrant and ELL students. The school-based staffing specialist/CCT provides services as requested by parents, teachers and the district.

Title X - Homeless:

* Our guidance counselor will serve as the homeless contact and assist families in need on an individual basis. The district Homeless Social Worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Parenting classes will be offered throughout the school year by a variety of staff members.

SAI:

* SAI funds pay for a portion of the salary for our Literacy Coach.

Violence Prevention Programs:

- * We adopted the CHAMPS, positive behavior management system on a school-wide basis this year
- * Our MAGIC (Orange County Sheriff's Office) program will be used this year to provide students with the ability to make good decisions and avoid violence both in and out of school.
- * We developed a bullying/conflict resolution program to meet on an as needed basis.

Nutrition Programs:

OCPS will send home monthly menus that include tips to show adults how to make healthy decisions when purchasing and preparing foods for their families.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Juanita Shoulders	Parent
Carletta Davis-Wilson	Principal
Meltonia Presley	Education Support Employee
Laurie Tanzi	Teacher
Lecia Gray	Business/Community
Elizabeth Hernandez	Business/Community
Hermelinda Guerrero	Parent
Sagine Wenos	Parent
Guener Paul	Parent
Mona Da Damis	Parent
Tamaras McCoggle	Business/Community

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 members reviewed the 2013-2014 school improvement plan. The goals, barriers, and strategies were discussed at scheduled meetings. The plan was viewed as a living document and as a result, SAC members provided feedback and adjustments to this plan were made throughout the year. Monitoring of the SIP was a collaborative effort between all stakeholders.

Development of this school improvement plan

The SAC met monthly to draft, review, and revise the 2014-2015 school improvement plan. SAC members contributed ideas and voted on proposed actionable items. The goals of the SIP are shared with staff, parents and stakeholders during the year. Monitoring of progress towards meeting the goals and expected outcomes are ongoing and shared during meetings. Grade level PLC's use the SIP goals during their common planning periods to ensure that we are keeping rigorous instruction in place.

Preparation of the school's annual budget and plan

The school's annual budget is created with input from SAC members. The plan includes various areas, such as professional development, computer purchases, and license renewals that support target SIP goals. The majority of the school budget is spent on personnel and other related costs.

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

The school improvement funds, \$4,675, will be used will be used to purchase the license for Renaissance Learning.

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
Davis-Wilson, Carletta	Principal
Richardson, Barry	Assistant Principal
Grece, Sherraine	Instructional Media
Bell, Cymaron	Instructional Coach
McPherson, Demetries	Instructional Coach
Douglas, Anne	Instructional Coach
Plowdeniz, Valerie	Guidance Counselor
Williams, Arelia	Dean
Stewart, Sweetie	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The purpose of the Literacy Leadership Team is to promote literacy and increase the number of students reading at or above grade level. The LLT will focus on the implementation of the Florida State Standards using the core program and supplemental text. An emphasis is placed on the use of research-based practices including close reading strategies, higher order thinking questions, accountable talk and discussions. Members of the team develop a school-wide plan to promote literacy within the school and home. The LLT plans activities such as Extended Media, Accelerated

Reader book challenge and incentives, character parades and literacy night to promote literacy within the school.

Public and Collaborative Teaching

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

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

Pineloch creates a collaborative culture by functioning through professional learning communities. The leadership team and teachers engage in purposeful dialogue centered on student achievement. The initial step of all collaborations is creating norms that foster respect and allow for effective communication among members. Teachers are provided multiple opportunities for common planning, in which they work together in grade level teams to create standards based lessons for the grade at large, with support from Coaches, and other resource teachers. A PLC form is completed during the meeting to ensure focused instruction. Professional developments allow for teachers to grow and share their expertise across grade levels, and to gain knowledge from the educational community at large.

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

When recruiting teachers, advertisements are used as well as a panel of teachers to interview potential teacher candidates, and select the best candidate for each position. Retention efforts are made through instructional support which includes professional learning communities, professional development, mentoring, and coaching. The goal is to provide our teachers with the resources needed to be highly effective.

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

New teachers are paired with experienced teachers, preferably on their grade level. The mentors meet with the new teachers as often as needed, providing support. The new teachers are monitored through the district wide teacher tracking system. Our school's Instructional Coach is responsible for assigning and overseeing the correct placement of beginning teachers. The Instructional Coach hosts a first week meeting to introduce the beginning teacher criteria, and monthly meetings to discuss teacher progress, needs, and professional development.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school will identify those students, based on current data, who need intervention or enrichment. Using the data, the teachers will create groups for differentiated instruction throughout the day during literacy centers, intensive intervention instruction, and the extended hour reading block. The students will take a series of diagnostic tests on the computer and the placement of the students in various levels, based off of their individual performance, will be recorded and tracked. Then the differentiated lessons will begin on the computer and the teachers will use the data to modify lessons during the core subject area time that is outside of the computer lab time.

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: 10,800

The Academic Tutoring Services program (ATS) provides academic enrichment opportunities for low performing students in core subject areas. This program helps students meet state standards in core academic subjects, such as reading, mathematics, and science. Academic Tutoring Services will target those students who scored a Level 1 and/or 2 on FCAT 2.0 in Reading and/or Mathematics.

Strategy Rationale

ATS will be used to provide enrichment based support to our students for core academic subjects. This program will give the students multiple exposures to the state standards that were previously addressed during the regular school day.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Davis-Wilson, Carletta, carletta.davis-wilson@ocps.net

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

Students will be given a pre-test and post-test that is provided through the book series Test Ready. Data is collected through various formative assessments which are given during school hours. Data is then disaggregated to show the performance of students enrolled in ATS. Based upon students' performance, data will be used to provide additional support to students in the identified area as well as to make adjustments to instruction.

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

We will conduct kindergarten classroom visits for our pre-k students and we will also provide pre-k classroom visits from our local day care providers. Our guidance counselor coordinates 5th grade

visits to the nearest middle school and she also sets up middle school transitional meetings at our school with the 6th grade guidance and administrative staff and our 5th graders.

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.** To improve standards based instruction utilizing student achievement data to inform core and intervention instruction.

- G2.** To increase teaching and learning of standards through the use of the Marzano 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. To improve standards based instruction utilizing student achievement data to inform core and intervention instruction. 1a

G050349

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	61.0
AMO Math - All Students	57.0

Resources Available to Support the Goal 2

- iReady
- Performance Matters
- Common Assessments
- FLDOE Item Specifications
- District Support Team
- Deconstructed Standards

Targeted Barriers to Achieving the Goal 3

- Teachers lack an understanding of analyzing and disaggregating data to drive instruction.

Plan to Monitor Progress Toward G1. 8

Lesson plans, classroom instruction, and common formative assessments will be closely monitored to ensure that we meet the goal.

Person Responsible

Carletta Davis-Wilson

Schedule

Biweekly, from 9/9/2014 to 5/26/2015

Evidence of Completion

Increase in student achievement data, increase in iObservation data correlated to positive measurements on an effectiveness scale for teachers.

G2. To increase teaching and learning of standards through the use of the Marzano Instructional Framework. 1a

G040493

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	61.0
AMO Math - All Students	57.0

Resources Available to Support the Goal 2

- District support team
- Journeys and Go Math Scope and Sequence
- FLDOE Item Specifications
- Measurement Topic Plans
- Deconstructed Standards

Targeted Barriers to Achieving the Goal 3

- Teachers lack an understanding of the full intentionality of the standards and how to implement in the classroom through planning.

Plan to Monitor Progress Toward G2. 8

Lesson plans, classroom instruction, and the instructional evaluation tool will be closely monitored to ensure that we meet the goal.

Person Responsible

Carletta Davis-Wilson

Schedule

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

Evidence of Completion

Increase in student achievement data, increase in iObservation data correlated to positive measurements on an effectiveness scale for teachers.

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. To improve standards based instruction utilizing student achievement data to inform core and intervention instruction. **1**

 G050349

G1.B1 Teachers lack an understanding of analyzing and disaggregating data to drive instruction. **2**

 B126137

G1.B1.S1 Biweekly data meetings will be held to review and analyze student assessment and performance data. **4**

 S138051

Strategy Rationale

The biweekly data meetings will give teachers and the leadership team the opportunity to look at data collaboratively to help determine the next step in instruction.

Action Step 1 **5**

Teachers will input their data into the spreadsheet. The teachers and leadership team will use the spreadsheets when analyzing and disaggregating data to determine the next steps in instruction to improve student achievement.

Person Responsible

Carletta Davis-Wilson

Schedule

Biweekly, from 9/9/2014 to 5/26/2015

Evidence of Completion

Data spreadsheets

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

Data spreadsheets will be monitored by the school-based leadership team. The monitoring will happen during the data meetings with a leadership team liaison present as well as the documents being shared on the school server.

Person Responsible

Carletta Davis-Wilson

Schedule

Biweekly, from 9/9/2014 to 5/26/2015

Evidence of Completion

Data spreadsheets, data meeting agendas, lesson plans, classroom walkthrough notes, iObservation data

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

The planning and implementation of instruction that demonstrates the understanding of analyzed data.

Person Responsible

Carletta Davis-Wilson

Schedule

Biweekly, from 9/9/2014 to 5/26/2015

Evidence of Completion

Student achievement data

G2. To increase teaching and learning of standards through the use of the Marzano Instructional Framework.

1

G040493

G2.B1 Teachers lack an understanding of the full intentionality of the standards and how to implement in the classroom through planning. 2

B097927

G2.B1.S1 Restructure common planning and PLC's 4

S109244

Strategy Rationale

The restructure of common planning and PLCs was done so the teachers could dig deeper into the standard with the support of the school-based leadership team.

Action Step 1 5

Create a revised PLC learning log which includes deconstruction of the standards, standards based instruction, and rigorous learning. The log will guide teachers to list strategies for instruction, reteach, and enrichment all aligned to teach to the full intent of the standard.

Person Responsible

Carletta Davis-Wilson

Schedule

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

Evidence of Completion

PLC learning log

Action Step 2 5

Instructional coaches will attend the PLC meetings in order to coach the teachers in the deconstruction of standards and creating standards based, rigorous lessons.

Person Responsible

Carletta Davis-Wilson

Schedule

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

Evidence of Completion

PLC learning log and coaches notes

Action Step 3 5

Teachers will implement the lessons that are created during the PLC meetings.

Person Responsible

Carletta Davis-Wilson

Schedule

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

Evidence of Completion

PLC learning log, lesson plans, classroom walkthrough notes, iObservation data

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

PLC learning logs will be monitored by the school-based leadership team. The monitoring will happen during the PLC with a leadership team liaison present as well as the documents being shared on the school server.

Person Responsible

Carletta Davis-Wilson

Schedule

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

Evidence of Completion

PLC learning log, lesson plans, classroom walkthrough notes, iObservation data

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

The planning and implementation of instruction that demonstrates the full intention and depth of the standard.

Person Responsible

Carletta Davis-Wilson

Schedule

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

Evidence of Completion

Student achievement data

G2.B1.S2 Complete fidelity walkthroughs with timely and appropriate feedback for the teachers in regards to the implementation of standards-based instruction that meets both the full intent and depth of the standards. 4

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Strategy Rationale

The walkthroughs are done to ensure teachers are teaching to the full intent of the standard. If not, then the teacher is given support through planning, coaching and/or modeling of the essential standard.

Action Step 1 5

Use iObservation to complete classroom walkthroughs and give timely feedback to the teachers to increase teacher understanding of the full intent and depth of the standard.

Person Responsible

Carletta Davis-Wilson

Schedule

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

Evidence of Completion

iObservation data

Action Step 2 5

Professional development focused on the Marzano instructional framework with an emphasis on the "Super 7" elements.

Person Responsible

Carletta Davis-Wilson

Schedule

On 9/30/2014

Evidence of Completion

Agenda, sign-in sheets

Action Step 3 5

Professional development on deconstructing standards.

Person Responsible

Demetries McPherson

Schedule

On 10/1/2014

Evidence of Completion

Agenda, PowerPoint presentation, exit slips, sign-in sheets

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

The utilization and implementation of iObservation to complete classroom walkthroughs and give timely feedback to the teachers to increase teacher understanding of the full intent and depth of the standard.

Person Responsible

Carletta Davis-Wilson

Schedule

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

Evidence of Completion

iObservation data, coaching logs

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

During walkthroughs the school-based leadership team will observe instruction that meets the depth and full intent of the standards.

Person Responsible

Carletta Davis-Wilson

Schedule

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

Evidence of Completion

Student achievement data, iObservation instructional practice scores

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Create a revised PLC learning log which includes deconstruction of the standards, standards based instruction, and rigorous learning. The log will guide teachers to list strategies for instruction, reteach, and enrichment all aligned to teach to the full intent of the standard.	Davis-Wilson, Carletta	8/18/2014	PLC learning log	6/3/2015 biweekly
G2.B1.S2.A1	Use iObservation to complete classroom walkthroughs and give timely feedback to the teachers to increase teacher understanding of the full intent and depth of the standard.	Davis-Wilson, Carletta	8/18/2014	iObservation data	6/3/2015 daily
G1.B1.S1.A1	Teachers will input their data into the spreadsheet. The teachers and leadership team will use the spreadsheets when analyzing and disaggregating data to determine the next steps in instruction to improve student achievement.	Davis-Wilson, Carletta	9/9/2014	Data spreadsheets	5/26/2015 biweekly
G2.B1.S1.A2	Instructional coaches will attend the PLC meetings in order to coach the teachers in the deconstruction of standards and creating standards based, rigorous lessons.	Davis-Wilson, Carletta	8/18/2014	PLC learning log and coaches notes	6/3/2015 biweekly
G2.B1.S2.A2	Professional development focused on the Marzano instructional framework with an emphasis on the "Super 7" elements.	Davis-Wilson, Carletta	9/8/2014	Agenda, sign-in sheets	9/30/2014 one-time
G2.B1.S1.A3	Teachers will implement the lessons that are created during the PLC meetings.	Davis-Wilson, Carletta	8/18/2014	PLC learning log, lesson plans, classroom walkthrough notes, iObservation data	6/3/2015 daily
G2.B1.S2.A3	Professional development on deconstructing standards.	McPherson, Demetries	10/1/2014	Agenda, PowerPoint presentation, exit slips, sign-in sheets	10/1/2014 one-time
G1.MA1	Lesson plans, classroom instruction, and common formative assessments will be closely monitored to ensure that we meet the goal.	Davis-Wilson, Carletta	9/9/2014	Increase in student achievement data, increase in iObservation data correlated to positive measurements on an effectiveness scale for teachers.	5/26/2015 biweekly
G1.B1.S1.MA1	The planning and implementation of instruction that demonstrates the understanding of analyzed data.	Davis-Wilson, Carletta	9/9/2014	Student achievement data	5/26/2015 biweekly
G1.B1.S1.MA1	Data spreadsheets will be monitored by the school-based leadership team. The monitoring will happen during the data meetings with a leadership team liaison present as well as the documents being shared on the school server.	Davis-Wilson, Carletta	9/9/2014	Data spreadsheets, data meeting agendas, lesson plans, classroom walkthrough notes, iObservation data	5/26/2015 biweekly
G2.MA1	Lesson plans, classroom instruction, and the instructional evaluation tool will be closely monitored to ensure that we meet the goal.	Davis-Wilson, Carletta	8/18/2014	Increase in student achievement data, increase in iObservation data correlated to positive measurements on an effectiveness scale for teachers.	6/3/2015 daily
G2.B1.S1.MA1	The planning and implementation of instruction that demonstrates the full intention and depth of the standard.	Davis-Wilson, Carletta	8/18/2014	Student achievement data	6/3/2015 biweekly
G2.B1.S1.MA1	PLC learning logs will be monitored by the school-based leadership team. The monitoring will happen during the PLC with a leadership team liaison present as well as the documents being shared on the school server.	Davis-Wilson, Carletta	8/18/2014	PLC learning log, lesson plans, classroom walkthrough notes, iObservation data	6/3/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1	During walkthroughs the school-based leadership team will observe instruction that meets the depth and full intent of the standards.	Davis-Wilson, Carletta	8/18/2014	Student achievement data, iObservation instructional practice scores	6/3/2015 daily
G2.B1.S2.MA1	The utilization and implementation of iObservation to complete classroom walkthroughs and give timely feedback to the teachers to increase teacher understanding of the full intent and depth of the standard.	Davis-Wilson, Carletta	8/18/2014	iObservation data, coaching logs	6/3/2015 daily

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.

G2. To increase teaching and learning of standards through the use of the Marzano Instructional Framework.

G2.B1 Teachers lack an understanding of the full intentionality of the standards and how to implement in the classroom through planning.

G2.B1.S2 Complete fidelity walkthroughs with timely and appropriate feedback for the teachers in regards to the implementation of standards-based instruction that meets both the full intent and depth of the standards.

PD Opportunity 1

Use iObservation to complete classroom walkthroughs and give timely feedback to the teachers to increase teacher understanding of the full intent and depth of the standard.

Facilitator

Carletta Davis-Wilson

Participants

All instructional personnel

Schedule

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

PD Opportunity 2

Professional development focused on the Marzano instructional framework with an emphasis on the "Super 7" elements.

Facilitator

Carletta Davis-Wilson

Participants

All instructional personnel

Schedule

On 9/30/2014

PD Opportunity 3

Professional development on deconstructing standards.

Facilitator

Demetries McPherson

Participants

All instructional personnel

Schedule

On 10/1/2014

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