

Pine Meadow Elementary School

10001 OMAR AVE, Pensacola, FL 32534

www.escambia.k12.fl.us

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
54%

Alternative/ESE Center
No

Charter School
No

Minority
28%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our School Mission at Pine Meadow Elementary is to promote the highest student achievement in a safe environment with the help of teachers, parents, students, business partners and other community members.

Provide the school's vision statement

Our vision for Pine Meadow Elementary is to be a place where not only students learn, but educators learn and refine their skills and where parents learn skills to help their child learn. A place where all stakeholders are involved in making a positive difference in the lives of students by preparing them for lifelong learning.

School Environment

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

Pine Meadow faculty and staff participate in training on cultural differences yearly. Teachers begin building relationships with students by making a personal call during pre-planning to invite students and parents to orientation which is held the week before students return to school. They continue developing a relationship with each student and their parents through frequent communication, parent/teacher conferences and various team building activities they plan and execute in their classroom.

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

Pine Meadow has a school wide discipline plan based on P.A.W.S. and Think, P - problem solve, A - act responsibly, W - work together and S - show respect. Signs with this saying are posted throughout the building and classrooms. In addition to the school wide program each teacher and grade level develop their classroom system and a copy of that is turned in to administration at the beginning of the school year and any time the teacher or grade level change their system. Fifth grade students apply and are accepted into our Safety Patrol. They receive training before school starts to assist us with ensure all students are safe. Guidance counselors meet with every class at every grade level to complete bullying training and are available at teacher request to visit rooms concerning any topic/ issue the teacher may need. Administration and guidance visited every classroom the first two weeks of school for students to become familiar with their faces and know they are available for any concerns or issues.

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 Meadow Elementary has a school wide discipline plan based on P.A.W.S. and Think, P-problem solve, A-act responsibly, W -work together and S - show respect. Signs with this saying are posted throughout the building and classrooms. In addition to the school wide program each teacher and grade level develop their classroom system and a copy of that is turned in to administration at the

beginning of the school year and any time the teacher or grade level change their system. This information is reviewed with faculty and staff during pre-planning and periodically throughout the school year. The school's discipline committee meets monthly to discuss and address any concerns or issues that come up throughout the school year. Pine Meadow also have fifth grade students apply and are accepted into our Safety Patrol after training. These students are additional eyes and ears in the school to ensure behavioral expectations are being met.

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

Pine Meadow Elementary has two guidance counselors. One deals primarily with K - 2 and the other with 3 - 5 grades. The counselors are also in charge of our mentoring program as well as tutoring program and are the contact people for a variety of other student services including beginning the MTSS process and screening for gifted. Counselors visit all classrooms the first two weeks of school so students will begin to recognize their faces. They meet with students teachers or parents refer as well as students that request to talk with them. Counselors also promote a character trait that they focus on throughout the month, talking about the trait, giving examples and posting student examples on a bulletin board in the hallway.

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

Guidance counselors monitor absences, tardies and early checkouts. When a student has three in a week the counselors contact home and discuss the impact this can/will have on their students academic progress. When a student has 5 unexcused absences the counselors schedule an attendance child study meeting inviting parents and appropriate staff to discuss the impact the absences are having and strategies to correct this issue.

Teachers monitor grades throughout the year. At the midpoint and end of each 9 weeks administration has teachers turn in names of any students failing any subject or in danger of failing. Teacher, guidance or administration will contact parent to discuss the failing grades and discuss strategies to improve academics. In January a formal letter is sent to parents of any students failing or in danger of failing any subject. A similar letter is sent home again in March with a follow up conference in April and contact from administration in May with the final decision if the student is to be retained or not. At any time a teacher or a parent can initiate the RTI process for a student that is struggling academically.

Teachers and administration review students incoming students scores at the beginning of the school year. Students who are level one are monitored and started on a Progress Monitoring Plan. They are set up with a tutor in the academic areas they are struggling.

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	5	14	12	15	9	13	68
One or more suspensions	1	0	0	1	1	6	9
Course failure in ELA or Math	0	3	5	2	2	1	13
Level 1 on statewide assessment	0	0	0	1	23	34	58

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	3	1	4	10	18

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

- Tutoring before, after or during nonessential courses during the school day.
- Mentoring
- Small group instruction
- Differentiated instruction
- Computerized individualized program
- Peer mentoring/tutoring
- Academic or behavior contract

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

Pine Meadow Elementary will continue offering various activities to increase parental involvement at Pine Meadow as well as to increase parent skills in helping their child(ren) academically.

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 Meadow has two designated business/community contacts. These individuals, our guidance counselors, actively seek out business partners and community partnerships to secure resources to support student achievement at Pine Meadow. Those businesses/community partners we have are recognized at every event we hold. On every program for every event we have a page where we thank our business and community partners. We also recognize and thank them on our website for their support.

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
Fina, Terri	Principal
Watts, Jay	Assistant Principal
Elligson, Angela	Teacher, K-12
Gandy, Tara	Teacher, K-12
Kendall, Julie	Teacher, K-12
Lassiter, Kimberly	Teacher, K-12
Taylor, Diane	Teacher, K-12
Vulcano, Marisa	Teacher, K-12

Duties

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

This team meets with the School Advisory Council (SAC) and the principal to help develop the SIP. This team also meets on a regular basis to review student data as well as data on teaching strategies. This team is responsible for bringing team information to the leadership group as well as information from the leadership group back to the team. Team leaders are called upon throughout the school year to attend staff development and share with their grade level or the entire faculty. They are also called on to demonstrate effective practices and mentor other teachers.

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

This team meets on a regular basis to engage in the following activities:

review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information the team will identify professional development and resources. The team will also collaborate regular, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus and making decisions about implementation. The team will provide data on Tier 1,2 and 3 targets, academic and social/emotional areas that need to be addressed; help set clear expectations of instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching(Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align processes and procedures.

Title I, Part C - Migrant services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined there are no migrant children at Pine Meadow Elementary.

Title I, Part D - Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students.

Title II - Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities.

Title III - Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers

provided services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is not an ESOL center.

Title X Homeless - The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The program is overseen by the District Title I office. At Pine Meadow Elementary we have identified 44 homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI) monies are being used for consumables as well as educational software to use when working with academically struggling students.

Pine Meadow offers a non-violence and anti-drug program to students that incorporates guest speakers, counseling and classroom discussion. Red Ribbon Week is held in October with school-wide activities. Through our school's Behavior Management Plan, we provide training for faculty, staff and students regarding bullying. The Jeffrey Johnston Stand Up for All students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition our district has launched the "Bullying" Reporting website where incidents of bullying may be reported anonymously.

Pine Meadow is committed to offering nutritional choices in the cafeteria. This includes salads, ala carte items and self serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff address the obesity issue, especially with elementary age children.

Housing programs are not applicable to Pine Meadow.

Pine Meadow does house a Head Start program. The program has two teachers in one building. This program is overseen by the Title I Prekindergarten Office.

Evening programs are offered at all of our high schools for adult education. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

Pine Meadow has a variety of guest speakers that talk to our students about careers as well as videos that discuss different careers to promote career awareness.

Job training is not applicable to Pine Meadow.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Terri Fina	Principal
Patti McRae	Education Support Employee
Patricia Crosby	Teacher
Heidi Chism	Teacher
Melissa Holloway	Teacher
Elaine Chapman	Parent
Amy Ray	Parent
Holly Pitts	Parent
Micky Messick	Parent
Cindy Swauger	Parent
Nicole Neely	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

The council reviews that data provided by the school concerning state testing as well as district testing. This group then looks at areas of improvement and any areas that were not improved and make suggestions for the upcoming year on how to address weak areas.

Development of this school improvement plan

The council assists in developing the school improvement plan. This group reviews the school improvement plan from the previous year, reviews and discusses all pertinent information relating to state and/or district testing and then offers input into the development of the plan for the current year through goals and/or staff training etc.

Preparation of the school's annual budget and plan

The council assists in reviewing the annual budget. This group then assists in developing the budget for the new school year making suggestions based on the state, district and school data.

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

There were no budgeted funds for the 2012-2013 school year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Fina, Terri	Principal
Watts, Jay	Assistant Principal
Huber, Leigh-Ann	Teacher, K-12
Chism, Heidi	Teacher, K-12
Courtney, Jessica	Teacher, K-12
Garic, Tara	Teacher, K-12
Henry, Lisa	Teacher, K-12
Stroud, Patricia	Teacher, K-12
Holloway, Melissa	Teacher, K-12
Taylor, Vanessa	Teacher, K-12
Dorough, Debbie	Instructional Media
Garrison, Pamela	Teacher, ESE
Schickel, Amanda	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The major initiative for the LLT this year is to address the reading series "Reading Wonders", provide support to teachers in using the series especially the writing portion of it and staff development as needed. LLT will continue to work on increasing our library circulation and students reading for pleasure with Accelerated Reading, reading club, Family reading night and monthly Library Night.

Public and Collaborative Teaching

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

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

Teachers on a grade level meet once a week as a group to collaboratively plan, discuss data and other grade level issues. Teachers, one per grade level, meet once a month to discuss curriculum across the grade levels.

During pre-planning and teacher planning days grade levels have a scheduled time to meet as well as cross grade level teams.

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

Pine Meadow partners new teachers through their second year of teaching with experienced teachers. We also partner an experienced teacher with any teachers new to Pine Meadow. Meetings with teachers new to teaching and new to Pine Meadow are held with administration throughout the school year. We hire NCLB highly qualified teachers and currently have no teachers out of field.

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

At Pine Meadow new teachers are paired with experience teachers as well as assigned a consulting teacher. Teachers that are new to Pine Meadow are also assigned an experienced teacher. The experienced teachers assigned to new teachers are those on the same grade level that have demonstrated that they are effective teachers and can mentor another teacher. These teachers will have the same planning block, they will have weekly meetings and will be given release time to observe in each other's classrooms. District START teachers are also assigned to teachers new to teaching.

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 Meadow Elementary uses core instructional programs and materials adopted by Escambia County School district. All teachers have the Florida standards and have reviewed received available district training on the standards, reviewed them individually and with their grade level. Any additional/ support material used in the class or for tutoring is reviewed to ensure it is in alignment with Florida standards. Every grade level, curriculum team as well as the leadership team continually are reviewing items brought to their attention to determine if the item is in alignment with Florida standards and if it is something we want to use in our classrooms.

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

Monthly grade level and subject area meetings are set for staff to discuss data and instruction. Teachers have ongoing training to identify students who are struggling. Once a student is identified we begin the MTSS/RTI process with a team including but not limited to: guidance, ESE teacher, general ed teacher, school psychologist and administration. At a meeting on an individual student data on that student is reviewed and specific strategies are identified and written down for the teacher to try. The committee meets several times on a student each time reviewing data and strategies tried.

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

Strategy: After School Program

Minutes added to school year: 1,000

Tutoring after school

Strategy Rationale

Additional time in areas of weakness will increase student achievement in those areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Fina, Terri, tfina1@escambia.k12.fl.us

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

State testing

DE testing

Pre tests in reading, math and science

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

At Pine Meadow Elementary prior to the beginning of the school year kindergarten teachers contact all parents to discuss expectations and curriculum for the upcoming year. We invite parents to attend an orientation in the summer specifically geared toward kindergarten, reviewing everything a parent of a kindergartener needs to know. Teachers also assess all kindergarteners as early as possible in the school year.

The Head Start program has one unit located on our school campus. We work with the Head Start program to provide pre-kindergarten students an opportunity to visit kindergarten classrooms and tour the school prior to the end of the school year. Parents are invited to come and register their children and receive information (transportation, breakfast etc.) that will assist in the transition to our school. Additionally voluntary pre-kindergarten programs are available through several private providers

serving our school. These providers include Miss Kathy's, Malena's Preschool and Marcus Point Baptist Church Preschool.

For outgoing fifth graders middle schools send a representative to talk with each fifth grade class about middle school, identify important information and field any questions students may have.

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

N/A

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

N/A

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

N/A

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

N/A

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 engagement during instructional delivery through the use of research based student engagement activities.

- G2.** increase student achievement through the use of research based high yield strategies.

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 engagement during instructional delivery through the use of research based student engagement activities. 1a

G040681

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	77.0
Math Lowest 25% Gains	57.0

Resources Available to Support the Goal 2

- Kagan strategies Beverly Tyner Education City Fast Forward Discovery Education Daily 5 Accelerated Reader Marzano's Strategies District Professional Development office Common planning time

Targeted Barriers to Achieving the Goal 3

- Staff development

Plan to Monitor Progress Toward G1. 8

Use of student engagement activities

Person Responsible

Terri Fina

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Lesson plans Observation in class Mid and end of year testing State and district tests

G2. increase student achievement through the use of research based high yield strategies. 1a

G040682

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	77.0
Math Lowest 25% Gains	57.0

Resources Available to Support the Goal 2

- Marzano's Strategies Kagan Strategies Beverly Tyner Daily Five Visible Learning District Professional Development office

Targeted Barriers to Achieving the Goal 3

- Staff development

Plan to Monitor Progress Toward G2. 8

Use of high yield strategies

Person Responsible

Terri Fina

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Mid and end of the year testing State and district testing. Classroom observations and lesson plans

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 engagement during instructional delivery through the use of research based student engagement activities. **1**

 G040681

G1.B1 Staff development **2**

 B098492

G1.B1.S1 Training during grade level meetings, faculty meeting, committee meetings, summer in-service and online training Book/article study **4**

 S109820

Strategy Rationale

Use the time available efficiently and effectively

Action Step 1 **5**

Student engagement strategies presented at grade level meeting, faculty meetings, committee meetings, and summer in-service

Person Responsible

Terri Fina

Schedule

Monthly, from 7/1/2014 to 5/29/2015

Evidence of Completion

Agenda Observation of implementation in classroom Lesson Plans

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

Training on student engagement strategies

Person Responsible

Terri Fina

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Observation of strategies used in classroom Lesson plans Agendas

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

Use of strategies for student engagement

Person Responsible

Terri Fina

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Mid and end of year tests State and district testing Observations and lesson plans

G2. increase student achievement through the use of research based high yield strategies. 1

G040682

G2.B1 Staff development 2

B098493

G2.B1.S1 Staff development during grade level meetings, faculty meeting, committee meetings, summer in-service and online in-service 4

S109823

Strategy Rationale

Give staff multiple resources and information on high yield strategies and the benefit of.

Action Step 1 5

Staff development on high yield strategies

Person Responsible

Terri Fina

Schedule

Monthly, from 7/1/2014 to 5/29/2015

Evidence of Completion

Agenda of meeting Lesson plans Observation of strategy in classroom

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

Staff development of high yield strategies

Person Responsible

Terri Fina

Schedule

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

Evidence of Completion

Lesson plans Observation Meeting agendas

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

High yield strategies

Person Responsible

Terri Fina

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Mid and end of the year testing State and district tests Classroom observations and lesson plans

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Student engagement strategies presented at grade level meeting, faculty meetings, committee meetings, and summer in-service	Fina, Terri	7/1/2014	Agenda Observation of implementation in classroom Lesson Plans	5/29/2015 monthly
G2.B1.S1.A1	Staff development on high yield strategies	Fina, Terri	7/1/2014	Agenda of meeting Lesson plans Observation of strategy in classroom	5/29/2015 monthly
G1.MA1	Use of student engagement activities	Fina, Terri	8/11/2014	Lesson plans Observation in class Mid and end of year testing State and district tests	5/29/2015 monthly
G1.B1.S1.MA1	Use of strategies for student engagement	Fina, Terri	8/11/2014	Mid and end of year tests State and district testing Observations and lesson plans	5/29/2015 monthly
G1.B1.S1.MA1	Training on student engagement strategies	Fina, Terri	8/11/2014	Observation of strategies used in classroom Lesson plans Agendas	5/29/2015 monthly
G2.MA1	Use of high yield strategies	Fina, Terri	8/11/2014	Mid and end of the year testing State and district testing. Classroom observations and lesson plans	5/29/2015 monthly
G2.B1.S1.MA1	High yield strategies	Fina, Terri	8/11/2014	Mid and end of the year testing State and district tests Classroom observations and lesson plans	5/29/2015 monthly
G2.B1.S1.MA1	Staff development of high yield strategies	Fina, Terri	8/18/2014	Lesson plans Observation Meeting agendas	5/29/2015 monthly

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 engagement during instructional delivery through the use of research based student engagement activities.

G1.B1 Staff development

G1.B1.S1 Training during grade level meetings, faculty meeting, committee meetings, summer in-service and online training Book/article study

PD Opportunity 1

Student engagement strategies presented at grade level meeting, faculty meetings, committee meetings, and summer in-service

Facilitator

trained teachers administration District level staff

Participants

Staff

Schedule

Monthly, from 7/1/2014 to 5/29/2015

G2. increase student achievement through the use of research based high yield strategies.

G2.B1 Staff development

G2.B1.S1 Staff development during grade level meetings, faculty meeting, committee meetings, summer in-service and online in-service

PD Opportunity 1

Staff development on high yield strategies

Facilitator

Administration Trained teachers District level staff

Participants

Staff

Schedule

Monthly, from 7/1/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Increase student engagement during instructional delivery through the use of research based student engagement activities.	6,835
Goal 2: increase student achievement through the use of research based high yield strategies.	6,835
Grand Total	13,670

Goal 1: Increase student engagement during instructional delivery through the use of research based student engagement activities.

Description	Source	Total
B1.S1.A1	Title I Part A	6,835
Total Goal 1		6,835

Goal 2: increase student achievement through the use of research based high yield strategies.

Description	Source	Total
B1.S1.A1	Title I Part A	6,835
Total Goal 2		6,835