Pine Forest Elementary School

2014-15 School Improvement Plan

Pine Forest Elementary School

3929 GRANT RD, Jacksonville, FL 32207

http://www.duvalschools.org/pineforest

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	42%

Alternative/ESE Center	Charter School	Minority
No	No	51%

School Grades History

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

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

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.

Table of Contents

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	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Pine Forest School of the Arts will provide all students with a rigorous arts/academic education to meet the high-quality levels of arts/academic expectations at the middle school level, while fostering each student's creative talent.

Provide the school's vision statement

Pine Forest Elementary School of the Arts will become a world class elementary arts school, where every student prepares for lifelong involvement in the arts community.

School Environment

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

At the beginning of the school year, teachers did a review of the cumulative folders to acknowledge socioeconomic factors (free lunch, divorce, etc.), health issues, previous retention/promotion, etc. Two-way communication through planners, email, parent conferences and teacher websites are available throughout the year. Pine Forest is a dedicated magnet which eliminates much of the "revolving door" syndrome that happens in other elementary schools. Our population is fairly stable throughout the year, and from year to year, provides the opportunity for students to connect with former teachers, as well as the rest of the faculty. Another way relationships are built is through the six resource teachers. Through the study of the arts and PE, students are challenged outside the academic classroom and thought of as being part of the family at Pine Forest. A fairly stable resource faculty has given us the opportunity to teach many siblings and also the children of former students. This has created knowledge of family histories. Many cultures are represented at Pine Forest because of our magnet program. Students learn to respect other cultures as they bond together in the various classrooms.

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

Before school, there is a morning extended day run by the faculty of Pine Forest. Students are able to go to breakfast for free in the cafeteria and are monitored by a teacher. The two hallways are monitored by two teachers, as well as 5th grade patrols.
During the day, the outside doors are locked and visitors much check in and obtain a visitor badge if they are going in the hallway or to a classroom. Tardy students must be signed in by an adult. All classroom doors are locked. Volunteers are approved through the county and are given an ID. A school-wide CHAMPS system provides the teachers and students uniformity of expectations in the classroom and common gathering areas.
After school, at dismissal time, students are escorted and supervised by the faculty. Extended Day and Team-Up are two after-school options for students. There are also after-school performing arts programs including, Dance Ensemble, Art, Drama and Strings for students, and these are taught by trained personnel. Students in these programs are signed out by adults each day.

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

CHAMPS is practiced in all classrooms. Each grade level has a common behavior management system that is age-appropriate for the grade level. Established protocols for behavior are changing district-wide. The district is implementing a Positive Behavior Plan that will be implemented at the individual school level with input from the staff. Class 1 Code of Conduct violations have specific interventions before a referral is written. New teachers are trained through the MINT program.

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 Forest has a full-time guidance counselor. She facilitates Second Step lessons, which is a program that addresses bullying and other social issues. The lessons are embedded during the Reading/Social Studies block and taught by the guidance counselor and/or the classroom teachers. The Counselor also makes referrals for counseling to full service schools and meets with individual students and groups of students based on teacher, student or parent requests.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Early Warning Signs are: Attendance- 5 absences in a 30 day period or 10 absences in a 90 day period and excessive tardies; Behavior- chronic behavior and disciplinary problems; and Academics- poor school performance in all academic areas Grades- U, N, D, F and below 60% on district assessments and level 1 or 2 on state assessments.
At-risk students are identified during the regular analysis of student academic and behavioral data (e.g., absenteeism, grades, discipline) through tracking devices and a school-wide Response to Intervention (RtI) process. The school counselor monitors attendance daily to determine students who are on the path of chronic absences. Parents are contacted to make sure the absences are valid. She continues to monitor those students to ensure there are no recurrences.
Administrators and teachers monitor students' academic progress through various tracking devices (report cards, progress reports, daily assignments and school, district and state assessments). Teachers complete tracking forms and use observation checklists to monitor progress. Administrators monitor students' progress by meeting with teachers during weekly PLCs and quarterly data chats. Based on the information and data collected, interventions are provided (tutoring, modifying instruction, etc.) and students are referred for additional services, such as, hearing and vision testing and/or the RtI process, which involves the implementation, documentation and modification (if necessary) of interventions.
Discipline data is collected and tracked through the district's uniform referral and Code of Conduct, in addition to the behavior management system that is implemented in each classroom. Teachers meet and discuss students who are identified as at-risk and to determine next steps. This is an on-going process.

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	13	7	2	13	9	5	49
One or more suspensions	2	0	0	4	0	0	6
Course failure in ELA or Math	2	4	5	2	2	1	16
Level 1 on statewide assessment	0	0	0	11	3	6	20

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

Indicator	Grade Level		Total
	3	5	
Students exhibiting two or more indicators	3	3	6

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

There are many interventions that are in place to help increase struggling students' skills and scores in all academic subjects. Dedicated RtI time is built into every teacher's schedule. This allows each teacher to work on specific skills and strategies daily in addition to regular core instruction. We have two full-time ESE teachers who push into the classroom to support instruction. These students are serviced in small groups and/ or one-on-one instruction. The general education classroom teacher and ESE teacher monitor instruction and collect data to plan and make adjustments as needed. Assessments are given to determine if the students are being successful with the interventions that are being implemented. After data is collected from the assessments, the lessons are differentiated based on the needs of the students. There are more opportunities given to re-teach a concept or provide more intensive instruction for each learner. This process is repeated, as necessary, for the continuous improvement of student learning.

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

As a dedicated arts magnet school with students traveling from various areas of town, it is often difficult for parents to return to school for workshops planned by school staff. Daytime workshops are prohibitive as most of the parents work during these hours. it is important that parental workshops are combined and/or scheduled before/after other preferred events (i.e. student performances, Open House). In order to encourage participation in parent events, the school will offer incentives for attendance, including the following: door prizes, snacks, class incentives, and homework passes.

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 Forest's process for building and sustaining partnerships with the community is a collaborative interaction between educators and families in activities that promote student learning and positive youth development at home, in school, and in the community, including but not limited to regular, two-way, and meaningful communication between parents and school personnel; outreach to families; parent education; volunteering; school decision making; and advocacy.

Staff, parents, and community members of Pine Forest sustain the partnerships by working toward the following goals:

~School staff shall strive to work with family and community volunteers in the school in ways that are beneficial to students;

~We shall ensure that families have access to a description and explanation of the curriculum in use at the school, the different forms of assessment used to measure and track student progress, the proficiency levels students are expected to meet, training, and community resources available to parents to work with their children to improve student learning and positive child and youth development;

~We are dedicated to inviting and encouraging all family members to attend regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children;

~We will coordinate parent and family engagement opportunities with partner community-based organizations

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
Jackson, Stephanie	Principal
Momberg, Sarah	Teacher, K-12
Moore, Debra	Teacher, K-12
Ledoux, Laurel	Teacher, K-12
Mattiace, Johna	Teacher, K-12
Ferrell, Audrey	Assistant Principal
Bent, Nancy	Guidance Counselor

Duties

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

The school-based Leadership Team leads the faculty in a review of the data and, with input from building instructional teams and PLC's, assists in developing the initial draft of the School Improvement Plan. A draft of the SIP is then presented to the School Advisory Council for review and recommendations. The RtI Leadership Team finalizes the plan.

The School Improvement Plan becomes the guiding document for monitoring the progress toward school goals. The RtI Leadership Team regularly revises and updates the plan as the needs of students shift throughout the school year. The plan includes a formal review process, which

demonstrates how the school has used RtI to inform instruction and how mid-course adjustments are made as data are analyzed.

The assignments of the school-based leadership team members are:

Mrs. Jackson, the principal, provides a common vision for the school, uses data-based decision making, ensures that the school's instructional staff is using Florida Standards for instruction and assessment, and that all classrooms have a system for differentiated instruction. Additionally, the principal conducts assessment of the school-based RtI system, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Ms. Ferrell, the Assistant Principal, leads and evaluates school core content standards and programs. In addition, she identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole-school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Dr. Bent, the Guidance Counselor and RtI Committee Chairperson, leads the school mufti-disciplinary team in problem-solving whenever a student is having behavioral or academic issues. She conducts classroom guidance lessons for all classes to ensure social and emotional wellness, as well as, provides small-group lessons on study skills, bullying and social skills. As the RtI Committee Chairperson, the counselor participates in student data collection; integrates core instructional activities/materials into Tier 3 instruction; collaborates with general education teachers through such activities as co-teaching; and provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students.

Teachers: Robin Momberg, Debra Moore, Johna Mattiace, and Laurel Ledoux serve as lead teachers in Literacy, Math, Writing, and Science. They attend district trainings on newly adopted initiatives and provide professional development through modeling, collaborative planning, and workshops during weekly PLCs and early dismissal days. The teacher leaders also serve as mentors, assist in focus walks, and provide valuable feedback to administrators about teacher needs.

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 meets monthly. The focus of meetings is on the following:
• Defining criteria for student achievement across the content areas.
• Analyzing on-going assessment data sources.
• Monitoring and analyzing data from monthly progress monitoring notebooks.
• Strategizing classroom and/or school interventions and strategies for those students who do not meet
achievement criteria.
• Examining relevant evidence of achievement, such as assessment data from CGAs, FLKRS, DAR, iReady, Write to Learn, running records, teacher-created assessments, and diagnostic testing.

The team engages in review of universal screening data and link to instructional decisions and the review of 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 determines what professional development and resources are necessary for better meeting the needs of students. The team collaborates regularly, engages in problem-solving, shares effective practices, evaluates effectiveness of intervention implementation, makes decisions as to necessary adjustments in interventions, and practices new processes and skills necessary to monitor and adjust Tier II and Tier III Interventions. The team facilitates the

process of building consensus and making decisions about RtI implementation.

In addition to the oversight work of the RtI LeadershipTeam, other building leadership and instructional teams (such as professional learning communities, vertical learning communities, grade-level teams, and/or content-specific teams) carry the work forward with individual and smaller groups of students. This academic and behavioral work includes the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 3 (supplemental instruction/intensive intervention):
• Identifying and analyzing systematic patterns of student needs
• Identifying appropriate evidence-based differentiation and intervention strategies
• Implementing and overseeing progress monitoring
• Analyzing progress monitoring data
• Problem solving
• Determining next steps

School Advisory Council (SAC)

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

Name	Stakeholder Group
Michelle Iddings	Parent
Stephanie Jackson	Principal
Stacie Bogan	Parent
Denise Valaer	Teacher
Nichole Terry	Business/Community
Sara Cantor	Business/Community
Diane Atwill	Education Support Employee

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 will engage in the following for the purpose of evaluating the 13-14 school improvement plan:
1) Review the the SIP Goals and Details pages
2) Identify what goals have been met and those that need to be revisited
3) Conduct causal analysis of goals that were not met; identify needs based on analysis
3) Plan with teachers to engage in the 8-step process for developing new goals based on needs identified

Development of this school improvement plan

SAC will review school performance data and assist in determining the cause of declining performance. SAC will also provide input on the development and monitoring of the 2014-2015 School Improvement Plan.

Preparation of the school's annual budget and plan

The SAC will play an active role in helping to establish remediation and enrichment safety net programs for the students at Pine Forest. Each budget item identified will align with the student achievement goals outlined in the School Improvement Plan.

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

School improvement funds were used to fund Saturday Academy for Reading and Math ($2,000.00).

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
Jackson, Stephanie	Principal
Ferrell, Audrey	Assistant Principal
Momberg, Sarah	Teacher, K-12
Mattiace, Johna	Teacher, K-12
Bent, Nancy	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

~Identify ongoing professional development needs/opportunities for teachers to ensure that tasks, activities, and assessments meet the cognitive complexity of the Florida Standards.
~Assist in the process of aligning test specifications (through common planning and VLCs) with literacy standards in grades K-5
~A member of the LLT participates on the RtI committee meetings monthly
~Assess and align faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our school.
Our main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across content areas and grade levels to provide next steps for improving the reading achievement of all of our students.

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

Dedicating time for grade-level meetings, professional learning communities (PLCs), and vertical learning communities (VLCs) is built in to the master schedule for Pine Forest teachers. During these meetings, teachers are given the opportunity to collaborate with colleagues for the purpose of developing common lessons, establishing common systems for remediation and interventions, and analyzing student assessment data. In addition, teachers were offered a choice of what school-based committees and VLCs they wanted to participate in. There are only two non-negotiables for these committees and VLCs: Collaboration during these meetings must help teachers put what they learn into action, and they must provide an emotionally safe place where teachers are free to take professional risks.
The newly-adopted job-embedded professional development model allows teachers to serve as each

others' main resource for learning, making successful collaboration key to professional growth. The job-embedded professional learning/development at Pine Forest looks like:

PLCs: Teacher collaboration meetings to analyze classroom practice, learn new instructional strategies and tactics, field-test them in the classroom and report the results to each other.

~Teacher observations: Frequent observations by a peer linked with deep conversations about the art and craft of teaching that takes one's practice to a higher level of performance.

~Coaching: A peer that provides ongoing consistent follow-up with teachers by way of demonstrations, observations, and conversations as teachers implement new strategies and knowledge.

~Mentoring: A peer support relationship with a new teacher in real-time classroom support to increase teacher effectiveness with instruction and classroom best practices.

~Examining student work: A process that enables teachers to develop common understanding of quality student work, identify student misconceptions and evaluate their teaching methods.

~Data teams and assessment development: Teachers who meet together and analyze results for standardized tests or teacher-created assessments and use the evidence to determine teaching strategies that will improve student achievement

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

The school's strategies to recruit highly qualified teachers involve the following:
• Attractive website highlighting school achievement and involvement in the arts community.
• Communication with district office to inquire about highly qualified applicants to fill vacancies.
• Extracurricular community involvement.
• Communication with outgoing school administration.
The school's strategies for retaining highly qualified teachers involve the following:
• Provide differentiated professional development, as outlined by CAST observation/feedback.
• Assign all new teachers a mentor with experience/specialization in their particular subject area/grade level.
• Provide peer support and lesson study opportunities.
• Develop teacher leaders within the school.
The individuals responsible for implementation of recruitment and retention strategies are the Principal and Assistant Principal.

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

The school's teacher mentoring program/plan involves the following planned mentoring activities:
-Daily and/or weekly meetings to review past and current lesson plans.
-Provide individualized, ongoing assistance with lesson planning and all aspects of classroom management
-Weekly monitoring of lesson plans to ensure they are current and aligned with learning schedules and curricula, include appropriate classroom management strategies, and involve the utilization of appropriate supports and differentiated instructional strategies.
Ms. Francis (3rd year teacher): Ms. Rankin will provide assistance with lesson planning, familiarization with curriculum, behavior management strategies, and time management within the arts.
Ms. Simmons (3rd year teacher): Ms. Davis will provide assistance with lesson planning, familiarization with curriculum, behavior management strategies, time management, and successful completion of the MINT program.
Ms. Belanger (2nd year teacher): Ms. Stephens will provide assistance with lesson planning, familiarization with curriculum, behavior management strategies, time management, and successful completion of the MINT program.
Ms. Watson (1st year to Duval County): Ms. Mattiace will provide assistance with lesson planning, familiarization with curriculum, behavior management strategies, time management, and successful completion of the MINT program.

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

Job-embedded professional development is the basis for the implementation of core instructional programs at Pine Forest. Teachers are provided differentiated professional learning opportunities focused on unpacking of a content standards and developing activities/tasks aligned with the appropriate complexity. Florida Standards Assessment (FSA) Test Item Specifications are utilized during common planning to guide teachers development of learning activities/tasks, questions for discussion, and assessments.
The implementation of district-approved curriculum and and supplemental materials is monitored and evaluated by the Principal and Assistant Principal.

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

Differentiated instruction is a strategy that is implemented at Pine Forest Elementary to meet the needs of all learners. All teachers use this strategy to reach our students who are of diverse cultures, learning styles, and academic challenges. We have implemented the following to ensure the needs of all our students are being met.
1. Pace of Instruction: This allows struggling students to receive additional time on assignments and assessments. Our more advance learners amount of depth is increased and they move at a faster pace.
2. Ability-Based Lessons and Activities: Provide step-by-step instructions, repeat information when needed, and students are given fewer questions or tasks.
3. Student Interest: Assignments are given on real world experiences and personal life hobbies.
4. Gifted Learners: For our more advanced learners, they are given more complex texts and tasks. They are also given more independent projects.

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: 48,600

During the AM and PM Extended Day Program, students are given additional time to work on computer- based academic programs and are provided enrichment activities by a certified teacher.

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

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

Students involved in this program are tracked monthly using data from assessments, online computer programs and classroom grades. Students are monitored and grouped accordingly to determine if the program is having a positive impact on their academic performance.

Strategy: Extended School Day

Minutes added to school year: 29,100

By participating in the PM Team Up Program, students receive one hour of tutoring by a certified teacher to enhance their academic performance in both Reading and Math. Teachers use approved aligned curriculum that is grade level appropriate for each student.

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

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

Students involved in this program are tracked monthly using data from assessments, online computer programs and classroom grades. Students are monitored and grouped accordingly to determine if the program is having a positive impact on their academic performance.

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

All Kindergarten teachers will administer FLKRS and ECHOS assessments to formally and informally assess students' literacy skill sets. During the first quarter of the school year, Kindergarten teachers will consistently establish classroom/school rituals and routines to maximize academic learning and social growth. Kindergarten teachers will administer district baseline assessments to determine readiness and to differentiate student learning within the context of the classroom.

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.   All Science teachers will implement the grade-level Science curriculum guides with fidelity so that 78% of 5th grade students will achieve proficiency (3 or above) on the FCAT 2.0 Science assessment.

G2.   All Mathematics teachers will implement the new Florida Standards with fidelity, so that 70% of the students will make adequate learning gains as measured by the Florida Standards Assessment.

G3.   All ELA teachers will implement effective reading/writing instruction aligned to the new Florida Standards so that 81% of all students will achieve proficiency on the new Florida Standards Assessment.

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. All Science teachers will implement the grade-level Science curriculum guides with fidelity so that 78% of 5th grade students will achieve proficiency (3 or above) on the FCAT 2.0 Science assessment. 1a

🔍 G040771

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	78.0

Resources Available to Support the Goal 2

- 1.District Curriculum Guides

- 3. Professional Development opportunities

- 4.Common Planning/PLC meetings

- 5. Science Vertical Learning Community

- 6. Magnet Instructional Specialist

Targeted Barriers to Achieving the Goal 3

- 1. Limited teacher content knowledge

- 2. Consistent analysis of data to drive/modify instruction that meets the needs of individual and small groups of students.

Plan to Monitor Progress Toward G1. 8

Administrators will facilitate quarterly data chats with teachers to discuss student assessment and performance data.

Person Responsible

Stephanie Jackson

Schedule

Quarterly, from 11/10/2014 to 6/1/2015

Evidence of Completion

Progress Monitoring plans with RtI documentation Data chat feedback Student assessment results Student work samples CAST observations

G2. All Mathematics teachers will implement the new Florida Standards with fidelity, so that 70% of the students will make adequate learning gains as measured by the Florida Standards Assessment. 1a

🔍 G040772

Targets Supported 1b

Indicator	Annual Target
Math Gains	70.0

Resources Available to Support the Goal 2

- 1. District Math Specialists
- 2. www.cpalms.org
- EnVisions Toolkit
- Math Interactive Journals
- CGA Data (Baseline, Quarterly)
- RtI Implementation
- Curriculum Guides
- I-Ready Math Toolkit
- New FSA Item Specifications

Targeted Barriers to Achieving the Goal 3

- Student Attendance & Tardiness
- Unfamiliarity with new Florida Standards

Plan to Monitor Progress Toward G2. 8

Administrators will facilitate quarterly data chats to review student data

Person Responsible
Stephanie Jackson

Schedule
Quarterly, from 9/29/2014 to 5/25/2015

Evidence of Completion
Student assessment data Progress monitoring plans with RtI documentation

G3. All ELA teachers will implement effective reading/writing instruction aligned to the new Florida Standards so that 81% of all students will achieve proficiency on the new Florida Standards Assessment. 1a

🔑 G040773

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	81.0

Resources Available to Support the Goal 2

- 1. Administrative Support
- 2. i-Ready Reading
- 3. Achieve 3000
- 4. Performance Matters
- 5. Guided Reading
- 6. Common Planning for Grade Levels
- 7. Response to Intervention

Targeted Barriers to Achieving the Goal 3

- 1.Lack of Computer Access
- 2. Lack of Parent Support

Plan to Monitor Progress Toward G3. 8

Administrators will facilitate quarterly data chats with teachers to review student performance/ assessment data

Person Responsible
Stephanie Jackson

Schedule
Quarterly, from 9/29/2014 to 6/1/2015

Evidence of Completion
Progress monitoring plans with RtI documentation Data chat reports Student assessment/ performance data CAST observations

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. All Science teachers will implement the grade-level Science curriculum guides with fidelity so that 78% of 5th grade students will achieve proficiency (3 or above) on the FCAT 2.0 Science assessment. `1`

🔑 G040771

G1.B1 1. Limited teacher content knowledge `2`

🔑 B098720

G1.B1.S1 Teachers will attend the National Science Teaching Association Conference focused on: engaging in the practices of asking questions; planning and carrying out investigations; analyzing data; using mathematics and computational thinking; engaging in argument from evidence; developing and using models; constructing explanations; and obtaining, evaluating, and communicating information are part of a deep and meaningful learning experience that builds a solid foundation for cross-curricular connections. `4`

🔑 S126263

Strategy Rationale

This professional development opportunity would increase teahcers' pedagogical content knowledge and find new ways to connect with the Common Core State Standards begin implemented in ELA and Math.

Action Step 1 `5`

Integrate the ideas and strategies learned at the National Science Teaching Association's Conference on Elementary Science

Person Responsible

Laurel Ledoux

Schedule

On 11/8/2014

Evidence of Completion

Written reflections of professional development opportunity Action plan for incorporating strategies learned in daily lessons

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

Principal and Assistant Principal will attend weekly PLCs and common planning sessions.

Person Responsible

Stephanie Jackson

Schedule

Weekly, from 11/10/2014 to 6/1/2015

Evidence of Completion

Lesson plans PLC/VLC meeting minutes CAST Observations

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

The principal and assistant principal will monitor instruction and analyze student assessment data to determine whether the professional development was effective or not.

Person Responsible

Stephanie Jackson

Schedule

Weekly, from 11/10/2014 to 6/1/2015

Evidence of Completion

Lesson plans CAST observations Student work samples Student assessment Data

G1.B2 2. Consistent analysis of data to drive/modify instruction that meets the needs of individual and small groups of students. 2

🔑 B098721

G1.B2.S1 Provide job-embedded professional development to teachers through common planning sessions, lesson study, professional book studies, and partnering with Science teachers at neighboring schools. 4

🔑 S126324

Strategy Rationale

PD opportunities centered around how to effectively analyze student data to drive/modify instruction that meets the specific needs of students.

Action Step 1 5

Teachers will participate in job-embedded PD sessions including: PLCs, lesson study, collaborative planning sessions, professional book studies, etc.

Person Responsible

Stephanie Jackson

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

PD agendas Common planning minutes PLC agendas/meeting minutes Book study reflections

Action Step 2 5

Collaborate with neighboring schools to analyze data and develop differentiated lessons that meet the specific needs of students.

Person Responsible

Stephanie Jackson

Schedule

Weekly, from 9/29/2014 to 5/25/2015

Evidence of Completion

Data analysis reports RtI documentation Lesson Plans with reflections Common planning/ PLCs agendas/minutes

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Required meeting times will be strategically structured to allow opportunities for teachers to engage in job-embedded PD activities.

Person Responsible

Stephanie Jackson

Schedule

Biweekly, from 9/29/2014 to 5/25/2015

Evidence of Completion

PLC/VLC meeting minutes Lesson plans with reflections Data analysis reports

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Teachers will utilize data to drive and modify instruction that meets the specific needs of all students

Person Responsible

Stephanie Jackson

Schedule

Biweekly, from 9/29/2014 to 5/25/2015

Evidence of Completion

Progress monitoring plan with RtI documentation Lesson plans CAST Observations Student assessment data

G2. All Mathematics teachers will implement the new Florida Standards with fidelity, so that 70% of the students will make adequate learning gains as measured by the Florida Standards Assessment. [1]

🔑 G040772

G2.B2 Student Attendance & Tardiness [2]

🔑 B098726

G2.B2.S1 Attendance meetings with parents [4]

🔑 S110100

Strategy Rationale

To make parents aware of how much subject matter students miss because of tardiness and/or absences.

Action Step 1 [5]

Teachers will facilitate regular attendance Meetings

Person Responsible

Audrey Ferrell

Schedule

Quarterly, from 9/19/2014 to 6/5/2015

Evidence of Completion

Log of Parent Conferences

Plan to Monitor Fidelity of Implementation of G2.B2.S1 [6]

Weekly grade-level team meetings to identify if student attendance and/or tardiness is approving

Person Responsible

Audrey Ferrell

Schedule

Weekly, from 9/29/2014 to 5/25/2015

Evidence of Completion

Administrators will review weekly grade-level meeting minutes for attendance concerns listed and interventions put in place for these students Student attendance records

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Improved student attendance and tardiness

Person Responsible

Audrey Ferrell

Schedule

Weekly, from 9/29/2014 to 5/25/2015

Evidence of Completion

Student attendance records Student assessment data/grades

G2.B3 Unfamiliarity with new Florida Standards `2`

🔍 B098727

G2.B3.S1 Teachers will be able to plan and execute lessons that are aligned with the grade-level standards and provide students with daily opportunities to engage in activities and performance tasks that will allow them to demonstrate mastery of the standard. `4`

🔍 S126389

Strategy Rationale

Student academic performance will improve when teachers unpack standards to determine the content, knowledge, and abilities necessary to master grade-level standards and plan activities and performance tasks that are aligned to the appropriate grade level/complexity.

Action Step 1 `5`

Magnet Instructional Specialist and Reading, Math, Science department chairs will collaborate to conduct a workshop focused using the FSA Test Item Specifications to unpack the standards and demonstrate how to develop activities and performance tasks aligned with the appropriate grade level/complexity.

Person Responsible

Stephanie Jackson

Schedule

On 10/31/2014

Evidence of Completion

Professional development outline/presentation

Action Step 2 5

Administrators and department chairs will collaborate with teachers during their professional learning communities to facilitate the unpacking the standards and development of activities and performance tasks that are aligned with the appropriate grade level/complexity of the standards.

Person Responsible

Stephanie Jackson

Schedule

Weekly, from 9/29/2014 to 6/1/2015

Evidence of Completion

PLC agenda/minutes Lesson plans Student activities, task, and assessment samples

Action Step 3 5

Prior to weekly common planning sessions, teachers will unpack the standards to review during common planning with grade-level departments. Utilizing the unpacked standard, teachers will work collaboratively to identify activities and performance tasks that are aligned to appropriate grade level/complexity in order for students to demonstrate mastery of the standard.

Person Responsible

Stephanie Jackson

Schedule

Weekly, from 9/29/2014 to 6/1/2015

Evidence of Completion

Lesson plans Student activity, task, and assessment samples Student assessment data

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administrators will participate in weekly common planning sessions and PLCs
Focus walks will be conducted weekly by administrators

Person Responsible

Stephanie Jackson

Schedule

Weekly, from 9/29/2014 to 6/1/2015

Evidence of Completion

Lesson plans Student activity, task, and/or assessment samples Classroom observations/ feedback

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Administrators will conduct focus walks weekly
Administrators will facilitate PLCs focused on analyzing student work
Quarterly data chats with teachers

Person Responsible

Stephanie Jackson

Schedule

Weekly, from 9/29/2014 to 6/1/2015

Evidence of Completion

Observations Lesson plans Student activity, task, and/or assessments samples Student assessment data

G3. All ELA teachers will implement effective reading/writing instruction aligned to the new Florida Standards so that 81% of all students will achieve proficiency on the new Florida Standards Assessment. `1`

🔑 G040773

G3.B1 1.Lack of Computer Access `2`

🔑 B098729

G3.B1.S1 Apply for a grant or raise funds to purchase additional computers for all students `4`

🔑 S110104

Strategy Rationale

Students require consistency and frequency to become proficient using computer programs that serve as supplemental resources to support the district-adopted curriculum

Action Step 1 `5`

Apply for a grant or raise funds to purchase additional computers for all students.

Person Responsible

Sarah Momberg

Schedule

Quarterly, from 9/22/2014 to 6/1/2015

Evidence of Completion

Grant applications Fundraising activities

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Computers will be purchased with the funds provided and/or raised

Person Responsible

Stephanie Jackson

Schedule

Quarterly, from 9/22/2014 to 6/1/2015

Evidence of Completion

All Grant/Fundraising paper work will be documented. Computers will be purchased and accessible in each classroom

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Administration will monitor grant application/fundraising monies for the purchase of additional computers

Person Responsible

Stephanie Jackson

Schedule

Quarterly, from 9/22/2014 to 6/1/2015

Evidence of Completion

More computers in the classroom

G3.B2 2. Lack of Parent Support 2

B098730

G3.B2.S1 Administration and teachers will develop and facilitate quarterly Parent Workshops to educate parents on the Florida Standards and the Florida Standards Assessment. 4

S110106

Strategy Rationale

Such opportunities give parents ideas and strategies to help their children be successful in school

Action Step 1 5

Administration and teachers will develop and facilitate Parent Info workshops

Person Responsible

Audrey Ferrell

Schedule

Quarterly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Workshop agendas Parent attendance logs Student assessment/performance data

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Monitor student achievement and performance

Person Responsible

Audrey Ferrell

Schedule

Quarterly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Student assessment/performance data

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Administrators and teachers will monitor student achievement to determine the effectiveness of the workshops

Person Responsible

Audrey Ferrell

Schedule

Quarterly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Student assessment/performance data

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.B2.S1.A1	Teachers will facilitate regular attendance Meetings	Ferrell, Audrey	9/19/2014	Log of Parent Conferences	6/5/2015 quarterly
G3.B1.S1.A1	Apply for a grant or raise funds to purchase additional computers for all students.	Momberg, Sarah	9/22/2014	Grant applications Fundraising activities	6/1/2015 quarterly
G1.B1.S1.A1	Integrate the ideas and strategies learned at the National Science Teaching Association's Conference on Elementary Science	Ledoux, Laurel	11/7/2014	Written reflections of professional development opportunity Action plan for incorporating strategies learned in daily lessons	11/8/2014 one-time
G1.B2.S1.A1	Teachers will participate in job-embedded PD sessions including: PLCs, lesson study, collaborative planning sessions, professional book studies, etc.	Jackson, Stephanie	9/29/2014	PD agendas Common planning minutes PLC agendas/meeting minutes Book study reflections	5/29/2015 monthly
G2.B3.S1.A1	Magnet Instructional Specialist and Reading, Math, Science department chairs will collaborate to conduct a workshop focused using the FSA Test Item Specifications to unpack the standards and demonstrate how to develop activities and performance tasks aligned with the appropriate grade level/complexity.	Jackson, Stephanie	9/29/2014	Professional development outline/ presentation	10/31/2014 one-time
G3.B2.S1.A1	Administration and teachers will develop and facilitate Parent Info workshops	Ferrell, Audrey	10/6/2014	Workshop agendas Parent attendance logs Student assessment/performance data	5/29/2015 quarterly
G1.B2.S1.A2	Collaborate with neighboring schools to analyze data and develop differentiated lessons that meet the specific needs of students.	Jackson, Stephanie	9/29/2014	Data analysis reports RtI documentation Lesson Plans with reflections Common planning/PLCs agendas/minutes	5/25/2015 weekly
G2.B3.S1.A2	Administrators and department chairs will collaborate with teachers during their professional learning communities to facilitate the unpacking the standards and development of activities and performance tasks that are aligned with	Jackson, Stephanie	9/29/2014	PLC agenda/minutes Lesson plans Student activities, task, and assessment samples	6/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	the appropriate grade level/complexity of the standards.				
G2.B3.S1.A3	Prior to weekly common planning sessions, teachers will unpack the standards to review during common planning with grade-level departments. Utilizing the unpacked standard, teachers will work collaboratively to identify activities and performance tasks that are aligned to appropriate grade level/complexity in order for students to demonstrate mastery of the standard.	Jackson, Stephanie	9/29/2014	Lesson plans Student activity, task, and assessment samples Student assessment data	6/1/2015 weekly
G1.MA1	Administrators will facilitate quarterly data chats with teachers to discuss student assessment and performance data.	Jackson, Stephanie	11/10/2014	Progress Monitoring plans with RtI documentation Data chat feedback Student assessment results Student work samples CAST observations	6/1/2015 quarterly
G1.B1.S1.MA1	The principal and assistant principal will monitor instruction and analyze student assessment data to determine whether the professional development was effective or not.	Jackson, Stephanie	11/10/2014	Lesson plans CAST observations Student work samples Student assessment Data	6/1/2015 weekly
G1.B1.S1.MA1	Principal and Assistant Principal will attend weekly PLCs and common planning sessions.	Jackson, Stephanie	11/10/2014	Lesson plans PLC/VLC meeting minutes CAST Observations	6/1/2015 weekly
G1.B2.S1.MA1	Teachers will utilize data to drive and modify instruction that meets the specific needs of all students	Jackson, Stephanie	9/29/2014	Progress monitoring plan with RtI documentation Lesson plans CAST Observations Student assessment data	5/25/2015 biweekly
G1.B2.S1.MA1	Required meeting times will be strategically structured to allow opportunities for teachers to engage in job-embedded PD activities.	Jackson, Stephanie	9/29/2014	PLC/VLC meeting minutes Lesson plans with reflections Data analysis reports	5/25/2015 biweekly
G2.MA1	Administrators will facilitate quarterly data chats to review student data	Jackson, Stephanie	9/29/2014	Student assessment data Progress monitoring plans with RtI documentation	5/25/2015 quarterly
G2.B2.S1.MA1	Improved student attendance and tardiness	Ferrell, Audrey	9/29/2014	Student attendance records Student assessment data/grades	5/25/2015 weekly
G2.B2.S1.MA1	Weekly grade-level team meetings to identify if student attendance and/or tardiness is approving	Ferrell, Audrey	9/29/2014	Administrators will review weekly grade-level meeting minutes for attendance concerns listed and interventions put in place for these students Student attendance records	5/25/2015 weekly
G2.B3.S1.MA1	Administrators will conduct focus walks weekly Administrators will facilitate PLCs focused on analyzing student work Quarterly data chats with teachers	Jackson, Stephanie	9/29/2014	Observations Lesson plans Student activity, task, and/or assessments samples Student assessment data	6/1/2015 weekly
G2.B3.S1.MA1	Administrators will participate in weekly common planning sessions and PLCs Focus walks will be conducted weekly by administrators	Jackson, Stephanie	9/29/2014	Lesson plans Student activity, task, and/or assessment samples Classroom observations/feedback	6/1/2015 weekly
G3.MA1	Administrators will facilitate quarterly data chats with teachers to review student performance/assessment data	Jackson, Stephanie	9/29/2014	Progress monitoring plans with RtI documentation Data chat reports Student assessment/performance data CAST observations	6/1/2015 quarterly
G3.B1.S1.MA1	Administration will monitor grant application/fundraising monies for the purchase of additional computers	Jackson, Stephanie	9/22/2014	More computers in the classroom	6/1/2015 quarterly
G3.B1.S1.MA1	Computers will be purchased with the funds provided and/or raised	Jackson, Stephanie	9/22/2014	All Grant/Fundraising paper work will be documented. Computers will be purchased and accessible in each classroom	6/1/2015 quarterly
G3.B2.S1.MA1	Administrators and teachers will monitor student achievement to determine the effectiveness of the workshops	Ferrell, Audrey	10/6/2014	Student assessment/performance data	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.MA1	Monitor student achievement and performance	Ferrell, Audrey	10/6/2014	Student assessment/performance data	5/29/2015 quarterly

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 Opportuntities

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

G1. All Science teachers will implement the grade-level Science curriculum guides with fidelity so that 78% of 5th grade students will achieve proficiency (3 or above) on the FCAT 2.0 Science assessment.

G1.B1 1. Limited teacher content knowledge

G1.B1.S1 Teachers will attend the National Science Teaching Association Conference focused on: engaging in the practices of asking questions; planning and carrying out investigations; analyzing data; using mathematics and computational thinking; engaging in argument from evidence; developing and using models; constructing explanations; and obtaining, evaluating, and communicating information are part of a deep and meaningful learning experience that builds a solid foundation for cross-curricular connections.

PD Opportunity 1

Integrate the ideas and strategies learned at the National Science Teaching Association's Conference on Elementary Science

Facilitator

National Science Teaching Association

Participants

Science teachers for grades 3-5

Schedule

On 11/8/2014

G1.B2 2. Consistent analysis of data to drive/modify instruction that meets the needs of individual and small groups of students.

G1.B2.S1 Provide job-embedded professional development to teachers through common planning sessions, lesson study, professional book studies, and partnering with Science teachers at neighboring schools.

PD Opportunity 1

Teachers will participate in job-embedded PD sessions including: PLCs, lesson study, collaborative planning sessions, professional book studies, etc.

Facilitator

Various

Participants

All Science teachers

Schedule

Monthly, from 9/29/2014 to 5/29/2015

G2. All Mathematics teachers will implement the new Florida Standards with fidelity, so that 70% of the students will make adequate learning gains as measured by the Florida Standards Assessment.

G2.B3 Unfamiliarity with new Florida Standards

G2.B3.S1 Teachers will be able to plan and execute lessons that are aligned with the grade-level standards and provide students with daily opportunities to engage in activities and performance tasks that will allow them to demonstrate mastery of the standard.

PD Opportunity 1

Magnet Instructional Specialist and Reading, Math, Science department chairs will collaborate to conduct a workshop focused using the FSA Test Item Specifications to unpack the standards and demonstrate how to develop activities and performance tasks aligned with the appropriate grade level/complexity.

Facilitator

Various

Participants

All Mathematics teachers

Schedule

On 10/31/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: All Science teachers will implement the grade-level Science curriculum guides with fidelity so that 78% of 5th grade students will achieve proficiency (3 or above) on the FCAT 2.0 Science assessment.	795
Grand Total	**795**

Goal 1: All Science teachers will implement the grade-level Science curriculum guides with fidelity so that 78% of 5th grade students will achieve proficiency (3 or above) on the FCAT 2.0 Science assessment.		
Description	**Source**	**Total**
B1.S1.A1 - National Science Teaching Association Conference registration for six teachers	School Improvement Funds	795
B2.S1.A1 - Professional Books on elementary science instruction	General Fund	0
Total Goal 1		**795**