Pine Castle Elementary

2014-15 School Improvement Plan

Pine Castle Elementary

905 WALTHAM AVE, Orlando, FL 32809

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	77%

Alternative/ESE Center	Charter School	Minority
No	No	75%

School Grades History

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

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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

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

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

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	3	Ella Thompson
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

Our diverse population calls for an understanding and the embracing of various cultures. Faculty and staff at Pine Castle Elementary create positive relationships with our students and their families. Our Annual Multicultural Night is a success and an example of how we support and celebrate diversity. On this occasion, and throughout the year, we are working towards better understanding our various backgrounds. Developing skills for our ELL students is a focus for the school this year as the school has funded a Curriculum Compliance Teacher who assists the teachers in implementing ESOL strategies in the classrooms.

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

Pine Castle Elementary creates an environment where students feel safe and respected by creating positive relationships with all students and their families. Family Nights and other school functions occur throughout the year and help in the development of the positive relationships and sense of community. Students are supervised before, during, and after school by faculty and/or staff at all times. Students are greeted every morning as they enter their classrooms. Students are made aware of the Code of Conduct and know to seek an adult in any case where they do not feel safe. The Behavioral Leadership Team participated in the Behavior Leadership Academy in July 2014 and will meet during the year to review behavior needs.

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 Castle Elementary follows a schoolwide behavioral system (CHAMPs) which includes common area procedures as well as classroom rules. The Behavior Leadership Team, along with input from all faculty and staff, created the rules and procedures. In addition, "Guidelines for Success" were also created. These are taught to students and recited every day during morning announcements. At the beginning of the school year our Behavior Specialist reviews the Code of Conduct with teachers and explains the process for disciplinary action.

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

Students who may need counseling or parents requesting counseling are referred by our Staffing Specialist to the school social worker, Oak Ridge Neighborhood Center, and/or outside counseling providers. During Open House, these resources were provided to the parents.

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

Various resources are used in our early warning indicators. Attendance is monitored by classroom teachers, the registrar, and school social worker. Attendance reports are printed once a month to monitor students with excessive absences and/or tardies.

Suspensions are closely monitored and students with repeated misbehavior are provided with interventions and work closely with our Behavior Specialist. All classroom teachers record daily behavior of each student and upload it to our Sharepoint system every two weeks. This is monitored by the Leadership Team.

Classroom teachers and their PLCs, as well as the MTSS and Leadership teams collaborate in monitoring student progress on ELA and Math standards bi-weekly. If progression is not evident, the MTSS process begins and interventions are set in place.

Students scoring or predicted to score below grade level on the statewide assessment are provided with extra assistance in the form of interventions and/or tutoring.

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	10	7	7	8	5	2	39
One or more suspensions	4	2	4	1	2	3	16
Course failure in ELA or Math	0	0	3	13	10	6	32
Level 1 on statewide assessment	0	0	0	17	8	8	33

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

Indicator	Grade Level					Total
	K	2	3	4	5	
Students exhibiting two or more indicators	2	2	10	4	4	22

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

The MTSS process is used to improve the academic performance of struggling students and of students identified by the early warning system. Leadership team or coaches meet with grade level PLCs to analyze student data and discuss student progress and interventions. In addition, weekly data chats of formative assessment data to identify students in need of more differentiated instruction. Intentional lesson planning with teachers of grades 3-5 ensures we are addressing the needs of all students.These interventions are monitored by the MTSS and Leadership teams. Parent conferences are held throughout the year, as needed, to keep parents informed of the interventions and progress of their child's academics.

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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/176945.

Description

A PIP has been uploaded for this school or district - see the link above.

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

A school coordinator for Partners-in-Education seeks out local businesses to aid in collecting incentives for student behavior and academic performance. Needed resources are discussed during SAC and PTA meetings. Members of these committees include business partners and community members. The school also reaches out to parents, community members, and business partners to participate in the OCPS Teach-In.

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
Matthes, Robin	Principal
Callaway, Mari	Instructional Coach
Tarantola, Stacy	Other
Carlsen, Chirstine	Teacher, K-12
Dittmer, Sheri	Teacher, K-12
Martinez, Mayra	Other

Duties

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

Tier 1 (Leadership Team)
Principal Robin Matthes will schedule and facilitate regular MTSS meetings, ensure attendance of team members, ensure follow-up of action steps and allocate resources. In addition to the school administrator, the school's Leadership Team will include the following members who will carry out SIP

planning and MTSS problem solving:
Kathleen Ramsey - Assistant Principal
Maritere Gaymer Callaway - Curriculum Resource Teacher/Math Coach
Christine Carlsen - Interventionist/MTSS Coach
Sheri Dittmer - Interventionist/ESE Resource Teacher
Stacy Tarantola - Staffing Specialist
Mayra Martinez - ESOL Compliance Teacher
Tier 2 (Select Leadership Team)
Robin Matthes, Kathleen Ramsey, Maritere Gaymer-Callaway, Stacy Tarantola, Christine Carlsen,
Sheri Dittmer, Mayra Martinez, Tracy Nguyen (school psychologist), Denise Myers (school social
worker), and behavior specialist will conduct regular meetings to evaluate intervention efforts for
students. Classroom teachers will be involved to provide information or revise efforts.
Tier 3
Select members of the Leadership Team, Tier 2 Team, and parent/guardian comprise the MTSS
Problem Solving Team.

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

The MTSS Leadership Team uses the Tier 1 Problem Solving Process to set Tier 1 goals, and
monitors academic and behavioral data to evaluate progress towards those goals. The team meets
weekly, or more often as needed, with problem solving as the focus. The team meets to review
multiple sources of data to determine if students are making progress toward their Tier 1 goals. The
MTSS team determines appropriate interventions for students that are not making adequate
progress. For students who show proficiency, new goals are set to continue academic progress.
The second level of support consists of supplemental instruction and interventions. These are
provided in addition to and in alignment with effective core instruction and behavioral supports to
groups of targeted students who require additional support. Tier 2 meetings take place bi-weekly to
examine progress monitoring data to adjust intervention groups as needed, and target students for
Tier 3 intervention.
The CRT maintains an inventory of resources used for all tiers of intervention and ATS.
SAI funds will be used to provide before or after school tutoring for our 3rd-5th grade students who
are below grade level in ELA and/or Math.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Robin Matthes	Principal
Gretchen Stopyra	Parent
Sheri DIttmer	Teacher
Susan Bowers	Teacher
Cheryl Earehart	Parent
Dan Sherfield	Parent
Robert Wilson	Parent
David Bowers	Business/Community
Cindy Schaefer-Holland	Parent
Diana Moreno-Rivera	Parent
Angie Torres Narvaez	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Principal reviews the prior year's school improvement plan during the first two SAC meetings of the school year. State assessment data is shared with goals and barriers discussed.

Development of this school improvement plan

The SAC reviewed the draft School Improvement Plan and advised the newly appointed principal of the changes needed.The council focused on the Florida State Standards (FSS) and the new Florida State Assessment (FSA) when providing input to the 2014-2015 SIP.

Preparation of the school's annual budget and plan

The council's input was sought regarding the proposed expenditures from SAC funds.

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

No funds were expended during the 2013-2014 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
Carlsen, Chirstine	Instructional Coach
Matthes, Robin	Principal
Hackett, Kari	Teacher, K-12
Cajigas, Katie	Teacher, K-12
Chutkan, Devika	Teacher, K-12
Warren, Rebecca	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives this year are to build knowledge in the new Florida State Standards (FSS) by providing professional development in identified student needs including vocabulary, comprehension of complex texts, and writing. In addition, we will provide opportunities to build student stamina in reading longer texts.
CCT will provide professional development to teachers of ELL students.
The Literacy Leadership Team will help organize 1-2 family literacy nights and storybook parades.
Our media center personnel will arrange for storytellers to read to our students. Teachers will be encouraged to collaborate and create "Reading Buddies".

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

New teacher orientation "Newest to Pine Castle".
Set up master schedule which allows for more teacher collaboration and professional development in small groups throughout the year.
Teachers received professional development in establishing norms for their PLCs.
Provided professional development on effective Deliberate Practice and ways to have a team approach with increasing professional growth.
Leadership Team members meet with grade level teams weekly to promote collaborative planning.
All teachers meet 3 out of 4 Wednesdays for 1 hour and 15 minutes to conduct PLCs with Leadership Team members helping to facilitate.

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

Teachers are encouraged and supported in their pursuit of higher education. New teachers are assigned mentors as a part of the new teacher induction program.
When new research-based programs are implemented support is provided. Professional development is a high priority and offered on an ongoing basis. The Leadership Team works with all teachers and makes recommendations based on teacher observation and communication.

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

Beginning teachers (with less than one year of experience) are paired with a teacher mentor, who coaches, consults, and collaborates with the beginning teacher frequently. Mentors are paired with proteges according to grade level, experience, and willingness to serve. Mentors help beginning teachers complete a portfolio of teaching competencies during their first year of service, and second-

year teachers also complete a year 2 portfolio. Mentors participate in professional development activities (Clinical Educator), as well as a coaching and mentoring course provided by the district. In addition, the instructional coach provides new teachers with an orientation "Newest to Pine Castle" of our school and policies, followed by monthly meetings throughout the year.

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 Castle Elementary ensures the core instructional programs and materials are aligned to Florida's standards by using the district-adopted materials and other research-based programs or materials. Classroom teachers are in the process of creating formative assessments based on the rigor of the FSS. During weekly Collaborative Planning sessions and PLCs, teachers analyze the results of the assessments to assist in planning instruction and grouping students.

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

Data are analyzed from Benchmark exams and beginning of the year assessments, as well as teacher-created common assessments. From the data, students are grouped according to their academic needs. Interventions are planned, scheduled, and implemented, and results are monitored bi-weekly. Lesson plans are reviewed frequently which include ELL and ESE strategies which further differentiate instruction and help to close the achievement gap. Frequent classroom observations provide the school with valuable data regarding the effectiveness of the instructional strategies used with all of our students.

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

Strategy: Before School Program

Minutes added to school year: 2,340

The Leadership Team analyzed data from the 2013-2014 FCAT results and the end-of-the-year Benchmark results to determine which students are below grade level in reading and math. Parents are contacted and strongly encouraged to send their child to before-school tutoring. Instructional personnel from Pine Castle teach the identified with students two days a week in small groups from September until March to provide the needed direct instruction.

Strategy Rationale

Offering extended learning opportunities will help identified students improve their proficiency with grade level standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Carlsen, Chirstine, christine.carlsen@ocps.net

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

Data are collected through pre and post-tests administered to students. Benchmark tests are also given during the tutoring timeframe to measure student progress and to further drive instruction.

Strategy: After School Program

Minutes added to school year: 3,510

The Leadership Team analyzed data from the 2013-2014 FCAT results and the end-of-the-year Benchmark results to determine which fourth and fifth grade students scored above proficient in reading and math. These students are then invited to attend an enrichment program offered after school by an instructional employee. Reading, math, and STEM activities are the focus for the enrichment program.

Strategy Rationale

The Knights of the Round Table enrichment program provides an opportunity for students above grade level to become more challenged academically and cognitively resulting in further enthusiasm for learning.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Callaway, Mari, maritere.gaymer-callaway@ocps.net

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

Data will be collected from Benchmark exams and iReady will be used to measure proficiency of grade level standards in reading and math.

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

During Kindergarten Roundup in April, parents are welcome to tour the campus and meet staff members. Pine Castle also invites surrounding preschools to bring students on a field trip to our school where they can tour the campus and take part in an activity in our kindergarten classrooms. During the month of May, our fifth grade students go on a field trip to the middle school in our feeder pattern and enjoy a presentation and tour of the campus. Throughout the year, Pine Castle provides tours of the school to new stduents and families upon registration. This year, we have plans to visit the high school to learn more about their magnet programs. Students from the high school visit with our students during school events.

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

Pine Castle is in its fourth year of being an AVID school. Part of AVID is to promote college and carrer awareness. All classroom and office doors have signs letting students know which college or university a staff member has received a diploma. In addition, we have College Colors Day, where staff and students are encouraged to wear collegiate apparel to bring attention and support towards college readiness. Fifth grade students also create a poster promoting the college along with all the information they researched such as tuition costs and types of programs available.

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

Students are exposed to technology throughout the day through the use of SmartBoards, iPads, and computer programs. Fifth grade stduents take turns being part of the morning news crew and experience the multimedia process of the production. During Teach-In students are exposed to a variety of careers.

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

STEM activities are used in our after-school enrichment program. In addition, Pine Castle utilizes computer based programs for intervention and motivational purposes.

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

The strategies implemented for improbing student readiness based on the annual analysis of the High School Feedback report include assessing stduents and providing interventions. Diagnostic assessments such as iReady, Journeys, and Go Math are given at the beginning of the year and intermittently throughout the year to identify strengths and deficiencies. The Leadership Team and teachers form intervention groups to provide remediation and enrichment support throughout the school year to increase reading and math proficiency.

School Improvement Goals

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

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Student achievement will increase as a result of teachers gaining competence in rigorous, standards-based instruction and applying the Instructional Framework.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Student achievement will increase as a result of teachers gaining competence in rigorous, standards-based instruction and applying the Instructional Framework. 1a

🔑 G041110

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	78.0

Resources Available to Support the Goal 2

- IMS, CPALMS, Go Math, iReady, PD in FSS, Common Assessments, Instructional Framework

Targeted Barriers to Achieving the Goal 3

- Teachers are faced with learning the new Florida State Standards as well as finding the time to collaborate in order to effectively use the resources available so that they are aligned with the new test items specifications. In addition, teachers are focusing on monitoring student progress (creating assessments), and frequently analyzing results in order to change instruction/student grouping. Teachers are also learning to become more expert in planning and delivering instruction using the new protocols of the Instructional Framework.

Plan to Monitor Progress Toward G1. 8

iObservation reports

Person Responsible
Robin Matthes

Schedule
Monthly, from 9/23/2014 to 5/29/2015

Evidence of Completion
iObservation reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B = Barrier** **S** = Strategy

`1` = Problem Solving Step 🔑 S123456 = Quick Key

G1. Student achievement will increase as a result of teachers gaining competence in rigorous, standards-based instruction and applying the Instructional Framework. `1`

🔑 G041110

G1.B1 Teachers are faced with learning the new Florida State Standards as well as finding the time to collaborate in order to effectively use the resources available so that they are aligned with the new test items specifications. In addition, teachers are focusing on monitoring student progress (creating assessments), and frequently analyzing results in order to change instruction/student grouping. Teachers are also learning to become more expert in planning and delivering instruction using the new protocols of the Instructional Framework. `2`

🔑 B117047

G1.B1.S1 Teachers will be provided with professional development on deconstructing the standards with a focus on grouping standards for units and creating learning targets and evidence based scales. `4`

🔑 S132296

Strategy Rationale

The key to promoting student academic success is to teach at the rigor of the Florida State Standards.

Action Step 1 `5`

Professional development will be offered on deconstructing the standards and creating common assessments.

Person Responsible

Mari Callaway

Schedule

On 9/30/2014

Evidence of Completion

Agenda, sign-in sheets

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

The Leadership Team, with district support, will plan professional development sessions on deconstructing the standards and creating common assessments.

Person Responsible

Mari Callaway

Schedule

Semiannually, from 9/30/2014 to 12/8/2014

Evidence of Completion

Agenda and sign-in sheets

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

The Leadership Team will monitor the effectiveness of implementation and provide support to teachers as needed.

Person Responsible

Robin Matthes

Schedule

Weekly, from 10/7/2014 to 5/26/2015

Evidence of Completion

Evidence from classroom observations and data from student common assessments

G1.B1.S2 Teachers will be provided ongoing coaching as they implement the Florida State Standards and integrate the use of the Test Item Specifications. 4

🔑 S133233

Strategy Rationale

Instructional coaching will provide teachers with a solid foundation of the Florida State Standards.

Action Step 1 5

Ongoing coaching will be provided to teachers as they implement the Florida State Standards and integrate the Test Item Specifications.

Person Responsible

Robin Matthes

Schedule

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

Evidence of Completion

Professional development agendas, sign-in sheets, common assessments, PLC meeting notes

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The Leadership Team will discuss coaching opportunities and any need for further support of teachers through professional development.

Person Responsible

Robin Matthes

Schedule

Weekly, from 10/7/2014 to 5/29/2015

Evidence of Completion

Leadership Team meeting notes, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

In-depth support will be provided to teachers based on need and/or interest.

Person Responsible

Robin Matthes

Schedule

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

Evidence of Completion

Professional development agendas, sign-in sheets, iObservation reports

G1.B1.S3 Teachers will be provided ongoing professional development in the effective use of the Instructional Framework in planning and implementing their lessons. `4`

🔑 S133268

Strategy Rationale

Teachers will become equipped in moving content through Design Question 2-4 and developing rigorous lessons.

Action Step 1 `5`

Teachers will participate in monthly school-based professional development to deepen their understanding of the Eleven Essential Instructional Framework strategies and their desired effects.

Person Responsible

Robin Matthes

Schedule

Monthly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Professional Development agendas, sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

The Leadership Team will schedule and plan professional development of the high yield strategies proceeding from Design Question 2 to 3 to 4, focusing on the desired effect of each strategy.

Person Responsible

Robin Matthes

Schedule

Biweekly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Professional development agendas, sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Principal, Assistant Principal, and coaches will monitor lesson plans and will check to see if strategies are evident during observations.

Person Responsible

Robin Matthes

Schedule

Biweekly, from 9/23/2014 to 5/29/2015

Evidence of Completion

Lesson plans, iObservation

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	Professional development will be offered on deconstructing the standards and creating common assessments.	Callaway, Mari	9/30/2014	Agenda, sign-in sheets	9/30/2014 one-time
G1.B1.S2.A1	Ongoing coaching will be provided to teachers as they implement the Florida State Standards and integrate the Test Item Specifications.	Matthes, Robin	9/5/2014	Professional development agendas, sign-in sheets, common assessments, PLC meeting notes	5/29/2015 weekly
G1.B1.S3.A1	Teachers will participate in monthly school-based professional development to deepen their understanding of the Eleven Essential Instructional Framework strategies and their desired effects.	Matthes, Robin	9/24/2014	Professional Development agendas, sign-in sheets	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	iObservation reports	Matthes, Robin	9/23/2014	iObservation reports	5/29/2015 monthly
G1.B1.S1.MA1	The Leadership Team will monitor the effectiveness of implementation and provide support to teachers as needed.	Matthes, Robin	10/7/2014	Evidence from classroom observations and data from student common assessments	5/26/2015 weekly
G1.B1.S1.MA1	The Leadership Team, with district support, will plan professional development sessions on deconstructing the standards and creating common assessments.	Callaway, Mari	9/30/2014	Agenda and sign-in sheets	12/8/2014 semiannually
G1.B1.S2.MA1	In-depth support will be provided to teachers based on need and/or interest.	Matthes, Robin	10/6/2014	Professional development agendas, sign-in sheets, iObservation reports	5/29/2015 monthly
G1.B1.S2.MA1	The Leadership Team will discuss coaching opportunities and any need for further support of teachers through professional development.	Matthes, Robin	10/7/2014	Leadership Team meeting notes, lesson plans	5/29/2015 weekly
G1.B1.S3.MA1	Principal, Assistant Principal, and coaches will monitor lesson plans and will check to see if strategies are evident during observations.	Matthes, Robin	9/23/2014	Lesson plans, iObservation	5/29/2015 biweekly
G1.B1.S3.MA1	The Leadership Team will schedule and plan professional development of the high yield strategies proceeding from Design Question 2 to 3 to 4, focusing on the desired effect of each strategy.	Matthes, Robin	9/24/2014	Professional development agendas, sign-in sheets	5/29/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Student achievement will increase as a result of teachers gaining competence in rigorous, standards-based instruction and applying the Instructional Framework.

G1.B1 Teachers are faced with learning the new Florida State Standards as well as finding the time to collaborate in order to effectively use the resources available so that they are aligned with the new test items specifications. In addition, teachers are focusing on monitoring student progress (creating assessments), and frequently analyzing results in order to change instruction/student grouping. Teachers are also learning to become more expert in planning and delivering instruction using the new protocols of the Instructional Framework.

G1.B1.S1 Teachers will be provided with professional development on deconstructing the standards with a focus on grouping standards for units and creating learning targets and evidence based scales.

PD Opportunity 1

Professional development will be offered on deconstructing the standards and creating common assessments.

Facilitator

Mari Callaway

Participants

Pre-K through 5 classroom teachers, resource teachers

Schedule

On 9/30/2014

G1.B1.S2 Teachers will be provided ongoing coaching as they implement the Florida State Standards and integrate the use of the Test Item Specifications.

PD Opportunity 1

Ongoing coaching will be provided to teachers as they implement the Florida State Standards and integrate the Test Item Specifications.

Facilitator

Leadership Team

Participants

All Instructional personnel

Schedule

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

G1.B1.S3 Teachers will be provided ongoing professional development in the effective use of the Instructional Framework in planning and implementing their lessons.

PD Opportunity 1

Teachers will participate in monthly school-based professional development to deepen their understanding of the Eleven Essential Instructional Framework strategies and their desired effects.

Facilitator

Leadership Team

Participants

all Instructional personnel

Schedule

Monthly, from 9/24/2014 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: Student achievement will increase as a result of teachers gaining competence in rigorous, standards-based instruction and applying the Instructional Framework.	1,000
Grand Total	**1,000**

Goal 1: Student achievement will increase as a result of teachers gaining competence in rigorous, standards-based instruction and applying the Instructional Framework.		
Description	**Source**	**Total**
B1.S1.A1 - 001	General Fund	1,000
Total Goal 1		**1,000**