

Pine Jog Elementary School



2014-15 School Improvement Plan

Pine Jog Elementary School

6315 SUMMIT BLVD, West Palm Beach, FL 33415

www.edline.net/pages/pine_jog_elementary_school

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
75%

Alternative/ESE Center
No

Charter School
No

Minority
81%

School Grades History

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

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission is to develop a community of environmentally conscious learners who value and respect themselves, others and the world we share through integrating science, technology, nature, and art. This mission is accomplished through collaborative efforts between our school, Pine Jog Environmental Education Center and Florida Atlantic University.

Provide the school's vision statement

Pine Jog Elementary School believes that every child can learn. We believe that it is our responsibility to ensure that children have all they need to learn; set high expectations for them, express an unwavering belief in them, and challenge them. Students will leave our school with an understanding that they are part of a global community. They will be equipped with the habits of mind necessary to succeed in the future and have a strong sense of personal responsibility to take actions needed to sustain our planet. We believe that every successful school is a community of learners and each member of the school community is a lifelong learner.

School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable but not limited to history of the holocaust, history of African Americans, Hispanic contributions, women's contributions, and sacrifices of veterans. In addition, each year the PTA has a Multicultural Night. Our students, families, and staff participate in this annual event by displaying artifacts, food, pictures, dressing up, dancing, and playing music from their culture. This event creates an appreciation for multicultural diversity amongst the students and families. Each year, the event is a huge success because of the many families that represent a variety of different cultures. The school builds relationships between teachers and students in a variety of ways. We have teachers that mentor students that are at risk, a variety of clubs, and tutoring before and after school. In addition, we also work with Team Work USA. Students from our school are chosen by their teachers for a college scholarship. The students that received this scholarship in the past have been known to improve their attitude, become role models for other students, and have built a trusting relationship with their teachers.

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

Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment. Staff members will articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school. In addition, before school, there are staff members present at all school entrances to ensure the security of our students by not allowing people in the school that should not be on campus. There are also several staff members present where students are dropped off. The staff members greet them every morning. In addition, we have staff members and administration standing at various locations around campus to greet the students as well as ensuring they are going to their classroom. During school the campus entrances are locked. Also, our school has a buddy system. Students must

always walk around campus with a buddy. After school, we have an aftercare program. We also have staff members present at all areas for dismissal to guarantee the students are going home safely. Each car rider must have a car tag with their child's name on the tag. If they show up without the tag, we do not release the student unless the parent goes to the office and shows identification.

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

The school integrates single school culture by implementing a school wide behavior system called Positive Behavior Intervention Support. It is a proactive and interactive approach that supports social, emotional, and academic success. Our school has OWL Expectations throughout the school such as, how to walk in the hallway, how to behave in the cafeteria, media center, playground, classroom, bully free, and bathroom. Universal Guidelines and behavior matrix are taught throughout the year to ensure students are aware of school expectations. Teachers ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity. A school-wide recognition system is in place. Students are able to collect tickets when they are caught following these expectations and can turn in these tickets for a prize. When students misbehave, they are given a reflection sheet. We also have a PBIS Committee that oversees the school wide behavioral system. They train and provide staff with the most up to date data, issues, and help problem solve.

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

We have two guidance counselors that ensure the social-emotional needs of all students are being met. They also see all students through the fine arts rotation. The guidance counselors refer to outside agencies to further support students and families. Our school also participates in the Listen to Children Program. The trained volunteers come to the school to listen to children who are at risk or mental health or behavioral problems. Students that display social needs that interfere with their academics are referred to the school's MTSS. School based team meets weekly to discuss students with barriers to academic and social success. The team reviews the students behavior and develop an individual plan that will meet the needs of the student so that he/she may function and succeed in a regular classroom.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Pine Jog Elementary strives to collaborate with families and community organizations. We welcome input from all stakeholders.

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 Jog builds and sustains partnerships through the local community. We are partnered with Pine Jog Environmental Education Center / Florida Atlantic University. Through this partnership, teachers learn how to integrate environmental science throughout their lessons through Picture Perfect. The School Advisory Council is also composed of community members. Together we collaborate, develop, and edit the SIP.

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
Sommer, Craig	Principal
Frye, Frances	Instructional Coach
Childs-Taylor, Cindy	Other
Byron, Joanne	Psychologist
Hebard, Sadie	Other
Trier, Aimee	Guidance Counselor
Saulnier, Kelley	Other
Siegel, Michelle	Teacher, K-12
Bagan, Patricia	Assistant Principal

Duties

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

MTSS includes School Based Teams (SBT), Rtl, and SwPBIS to integrate academic and behavioral instruction and intervention. Pine Jog has O.W.L. expectations for all settings and these expectations are posted in each classroom on campus. The PBIS committee meets monthly to discuss and review data.

Principal: Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Select General Education Teachers: (Primary/Intermediate): Provide information about core instruction, participate in student data collections, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions and integrate Tier 1 materials/instruction with tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as coteaching.

Instructional Coach(Reading): Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior

assessment and intervention approaches. Identifies systematic patterns of student need while working with the district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention 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.

Technology Specialist: Develops or provides technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.

Student Services Personnel/Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation.

ESOL Contact: ESOL contact will participate in meetings that require input when meeting with ELL parents. The ESOL contact will provide information on services provided to the students and the progress of the student.

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 will meet with the School Advisory Council (SAC) and principal to review the development of the School Improvement Plan. The team will provide data on Tier 1, 2, and 3 targets; academic and social/emotional areas to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching; and aligned processes and procedures.

Title I funded creation of a Math Resource teacher and a Reading Coach/Resource teacher to work in collaboration with the staff on the implementation of best practices via professional developments.

The Math Resource teacher will work on primary and secondary benchmarks with the students as they rotate to math lab on the fine arts wheel. The Reading Coach will collaborate with administration and staff to analyze and monitor data to help drive instruction.

Title I support services are provided to ensure students requiring additional remediation are assessed through after-school or summer school programs.

Title II provides professional development in all content areas and funds support teams who monitor and support on campus instruction.

Title III services are provided through the district for educational materials and ESOL district support services (ESOL Coordinator, LTF's) to improve the education of English Language Learners.

Title X funds provides district wide homeless education resources as needed.

SAI funds will be coordinated with Title 1 funds to provide tutorial programs.

A violence prevention program titled "Roots and Wings" is available to all parents. The Jeffrey Johnson Anti-bullying program will be implemented. Also, there is a district-wide implementation of Single School Culture (PBiS) as well as Appreciation of Multicultural Diversity. Pine Jog has O.W.L. expectations for all settings and these expectations are posted in each classroom on campus. The PBiS committee meets monthly to discuss and review data.

Pine Jog participates in a nutritional program called "Commit to be Fit" and won the Bronze Award for

Healthy Schools in FY12.
 Required Instruction Listed in 1003.42(F).S., as applicable to appropriate grade levels.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Frances Frye	Teacher
Craig Sommer	Principal
Kathy McDaniel	Education Support Employee
Meghan Martinez	Teacher
Karen Martindale	Teacher
Edgar Duran	Teacher
Susan Toth	Business/Community
Jane Hart	Business/Community
Susan Snyder	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The SAC reviewed the SIP monthly at each meeting. Each component of the SIP was reviewed, discussed, and edited with SAC.

Development of this school improvement plan

The SAC will work collaboratively to develop and edit the SIP. Each component will be reviewed and discussed and changes will made as appropriate.

Preparation of the school's annual budget and plan

The SAC will be involved with the plans and how the SIP funds will be utilized to improve the school.

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

The funds were released late in FY14. The funds were not utilized last school year. They have been rolled over for FY15.

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
Sommer, Craig	Principal
Frye, Frances	Instructional Coach
Bagan, Patricia	Assistant Principal
Shafer, Susan	Teacher, K-12
Singer, Stephanie	Teacher, K-12
Aird, Irma	Teacher, K-12
Jones, Shari	Teacher, K-12
Bentz, Nancy	Teacher, K-12
Littlejohn, Debbie	Teacher, PreK
Siegel, Michelle	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Develop specific strategies for instructional staff to implement when working with at-risk students; develop components that would increase literacy in the home (such as Literacy Night and a Parent Resource Center as well as access to online resources).

The team will also have school wide reading events such as Literacy Week, Storybook Character Day / Vocabulary Parade, Summer Reading Challenges, and Bingo for Books.

This group of professionals is comprised of leaders in literacy. The team is comprised of both administrators, literacy coach, SAI, and a representative from each grade level. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and will meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, and supporting this year's literacy roll out with the new Florida Standards. Each team member will attend monthly cohort trainings. They will be responsible for taking the information back and help with supporting and planning with the reading teachers on their team. The reading coach and administrators will ensure the Balanced Literacy Framework is being implemented.

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

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content as well as across content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

The Principal will set up a booth at PBC Job Fair to access the greatest number of highly qualified teachers and promote Pine Jog as a wonderful place to teach. The Principal will create teams of teachers who will plan together to assist new or struggling teachers and also to bring new ideas from recent college graduates.

The Assistant Principal will partner new teachers with veteran teachers, thus allowing a fresh flow of instructional ideas. In addition, the literacy coach will assist and support teachers with the most up to date research based strategies.

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

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

The paired teachers meet monthly to review walk through data and assist in planning for student improvement. Paired teachers are given common planning time, they share best practices of I observation/Marzano's Art of Teaching and use Learning Village to align their teaching practices to learning goals.

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. In addition, the lead teachers attend monthly cohort meetings that train them how to implement the new standards utilizing a Balanced Literacy approach along with the core materials. The lead teachers take this information back to share with their team members.

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

Students that are below grade level in reading are provided with Immediate Intensive Intervention (iii). This is an additional 30 minutes of reading in addition to their 90 minute literacy block. If students are not making progress in iii, they are referred to our School Based Team. The team discusses the child and determine if they will go through the RTI process.

During the 90 minute literacy block, teachers differentiate their instruction through small groups. They analyze each student's reading running record to determine the needs of their students and formulate their reading groups.

We also have our SAI teacher that provides reading interventions with our 3rd grade struggling readers.

We ensure every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school.

Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)

- Utilizing a balanced literacy approach that includes interactive read aloud, mini lessons, shared reading, interactive writing, word work, independent reading, oral language, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on RRR independent levels
- Students receiving push-in/pull out services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with 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: After School Program

Minutes added to school year: 2,400

After school tutorial in reading and math will be provided to assist students who are not proficient in these subjects.

Strategy Rationale

Students that are not meeting state standards need additional support.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Stincer, Robert, robert.stincer@palmbeachschools.org

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

Tutorial coordinator and administration will provide tutorial teachers with pre- and post-assessment materials which will be utilized throughout the course of tutorial to assess students needs and gains. Student needs will be considered and tutorial lessons will be adjusted accordingly. Data populated from EDW based on winter diagnostics will also be considered.

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

The Kindergarten round up is presented to all Kindergarten parents four months before school so that parents can enroll their incoming Kindergarten students and receive information that will assist them in preparing their children with readiness skills for Kindergarten. Notice of this event is posted in community centers, feeder pattern Pre-K units, grocery stores and the local newspaper. Pine Jog Kindergarten students will enter based upon a staggered start schedule during the first week of school. Kindergarten students and their parents will be able to visit their classrooms and the school at Meet the Teacher during the pre-school week. Baseline data will be collected once students enter Kindergarten. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and in order to determine the need for changes to the instructional/intervention programs.

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.** If we integrate "green" lessons into curriculum in an effort to earn the Green School of Excellence Award, then students and teachers will become "green" in their daily lives and we will increase student proficiency on the Science FCAT 2.0.
- G2.** If we increase collaboration with families and community organizations then our students will increase their performance due to parental involvement.
- G3.** We will provide rigorous, relevant, well planned literacy instruction aligned to Florida Standards.
- G4.** We will provide rigorous, relevant, well planned math instruction aligned to Florida Standards.

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. If we integrate "green" lessons into curriculum in an effort to earn the Green School of Excellence Award, then students and teachers will become "green" in their daily lives and we will increase student proficiency on the Science FCAT 2.0. **1a**

G041365

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	78.0

Resources Available to Support the Goal **2**

- Pine Jog campus features (i.e. gardens, cisterns, meandering stream, bamboo walk, recycling centers, etc) Nonfiction text, Fusion Textbook, Science Lab, Backpack Program, Chicken Coop
- All Pine Jog faculty and staff
- Administration
- Pine Jog Environmental Education Center, 132 acres of woods for children to explore

Targeted Barriers to Achieving the Goal **3**

- Students or teachers who enroll from other schools may not be aware of Pine Jog's green school attributes or how to be "green"

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

Performance data review.

Person Responsible

Craig Sommer

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Performance Data, iObservation Data, Lesson Plans

G2. If we increase collaboration with families and community organizations then our students will increase their performance due to parental involvement. **1a**

G041367

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	66.0
AMO Reading - All Students	68.0

Resources Available to Support the Goal **2**

- Administration
- Classroom teachers
- Support teachers
- PTA
- Language Facilitators
- Guidance Counselors
- Title I Funding for Parent Liaison

Targeted Barriers to Achieving the Goal **3**

- Communication with parents; language barriers
- Loss of business partners

Plan to Monitor Progress Toward G2. **8**

Increased parent involvement in school related activities.

Person Responsible

Patricia Bagan

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Sign in sheets

G3. We will provide rigorous, relevant, well planned literacy instruction aligned to Florida Standards. 1a

G041375

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	70.0
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	80.0

Resources Available to Support the Goal 2

- Reading Coach
- Grade chairs
- Teachers
- Parents
- New Florida State Standards and Reading Series Materials
- Administration
- Media Teacher
- SAI
- Literacy Leaders

Targeted Barriers to Achieving the Goal 3

- Students may require additional time and differentiated instruction to ensure adequate progress towards grade level targets.
- Lack of time in school day to provide students with remediation to accelerate student learning.

Plan to Monitor Progress Toward G3. 8

Data collection, walk through data

Person Responsible

Craig Sommer

Schedule

Monthly, from 10/6/2014 to 4/30/2015

Evidence of Completion

performance data, lobservation data

G4. We will provide rigorous, relevant, well planned math instruction aligned to Florida Standards. 1a

G041376

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	70.0
AMO Math - All Students	66.0
Math Lowest 25% Gains	80.0

Resources Available to Support the Goal 2

- Math Resource Teacher
- Grade Chairs
- Math Teachers
- Parents
- New Florida Standards and Materials
- Administration
- Math Cadre Leaders
- Math and Science Fair Enrichment

Targeted Barriers to Achieving the Goal 3

- Students may require additional time and differentiated instruction to ensure adequate progress towards grade level targets.
- Lack of time in school day to provide students with remediation to accelerate student learning.

Plan to Monitor Progress Toward G4. 8

Data collection, walk through data

Person Responsible

Craig Sommer

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

performance data, lobservation data

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. If we integrate "green" lessons into curriculum in an effort to earn the Green School of Excellence Award, then students and teachers will become "green" in their daily lives and we will increase student proficiency on the Science FCAT 2.0. **1**

 G041365

G1.B1 Students or teachers who enroll from other schools may not be aware of Pine Jog's green school attributes or how to be "green" **2**

 B100170

G1.B1.S1 Teachers will implement green lessons and classes will participate in Legacy projects by grade level. **4**

 S111422

Strategy Rationale

This will increase students efforts to become experts in their grade level project.

Action Step 1 **5**

Share practices in green initiatives.

Person Responsible

Craig Sommer

Schedule

On 6/4/2015

Evidence of Completion

Attendance at PDD opportunities

Action Step 2 5

All teachers will attend the Learn Green Conference

Person Responsible

Craig Sommer

Schedule

On 10/20/2014

Evidence of Completion

Agenda from the Learn Green Conference

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

Observation of "green" activity

Person Responsible

Craig Sommer

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Use of green projects, activities

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

Increase in "green" initiatives and activities

Person Responsible

Susan Playe

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

reduction in waste

G1.B1.S2 Integrate environmental science across all content areas focusing on S.T.R.E.A.M. (Science, Technology, Reading, Engineering, Math) 4

 S120338

Strategy Rationale

Students will gain the knowledge and become ambassadors for the earth.

Action Step 1 5

Teachers will integrate environmental science in all content areas.

Person Responsible

Craig Sommer

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans

Action Step 2 5

Selected staff members will attend the National Green Conference.

Person Responsible

Craig Sommer

Schedule

On 3/6/2015

Evidence of Completion

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

Administration will review lesson plans to ensure teachers are integrating environmental science across all content areas.

Person Responsible

Craig Sommer

Schedule

Semiannually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Administration's check list as they review lesson plans as well as observing teachers.

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

Walk through data, Performance data collection

Person Responsible

Craig Sommer

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Performance data, iObservation data

G1.B1.S3 Increase the amount of time students will explore outdoors through reading, writing, math, and science. 4

 S120403

Strategy Rationale

This will allow our students to learn about the world around them.

Action Step 1 5

The teachers will utilize outdoor space for learning opportunities.

Person Responsible

Craig Sommer

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

iObservation Data, Lesson Plans

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

The principal will ensure all classrooms are spending time outside around the campus as well as the nature trail.

Person Responsible

Craig Sommer

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Sign up sheet, lesson plans, iObservation data

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

Increase outdoor learning spaces

Person Responsible

Craig Sommer

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, iObservation Data

G2. If we increase collaboration with families and community organizations then our students will increase their performance due to parental involvement. 1

G041367

G2.B1 Communication with parents; language barriers 2

B100172

G2.B1.S1 Encourage parents to attend SAC and PTA meetings to help design, implement, and evaluate school wide programs. 4

S111424

Strategy Rationale

This will allow the parents to be involved with their child's education

Action Step 1 5

Sac meetings will be notified through the school marquee and flyers will be sent home about PTA Meetings.

Person Responsible

Frances Frye

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

School Flyers

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

Collection of sign in sheets.

Person Responsible

Frances Frye

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Collecting the agenda and sign in sheets.

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

Collect data by surveying parents.

Person Responsible

Patricia Bagan

Schedule

On 6/4/2015

Evidence of Completion

Data results from survey

G2.B1.S2 Provide student agendas and communication folders to all students that require parent signatures. 4

 S111425

Strategy Rationale

This will assist in the communication between school and home.

Action Step 1 5

Purchase student agendas and communication folders

Person Responsible

Craig Sommer

Schedule

On 6/4/2015

Evidence of Completion

Packing slip/ receipt

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

Use agendas and communication folders as communication device between school and home.

Person Responsible

Patricia Bagan

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Observed usage of materials

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

Collect data by surveying parents and teachers

Person Responsible

Patricia Bagan

Schedule

On 6/4/2015

Evidence of Completion

Data results from survey

G2.B1.S3 Information will be provided in the parents native language. Written notices will be sent home in English, Spanish and Creole. 4

S111426

Strategy Rationale

This will help parents that speak Spanish and Creole a means of communication between school and home.

Action Step 1 5

Provide paraprofessional to assist with Parent Involvement

Person Responsible

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Funding source

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Use of paraprofessional to assist with parent involvement.

Person Responsible

Patricia Bagan

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Observation

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Collect data by surveying parents and teachers

Person Responsible

Patricia Bagan

Schedule

On 6/4/2015

Evidence of Completion

Data results from survey

G2.B1.S4 Provide meaningful parent trainings and resources such as Meet the Teacher, Title I Meetings, Curriculum Night, and Parent Resource Room. 4

 S111428

Strategy Rationale

Such opportunities will provide parents the opportunity to be informed of curriculum, assessment and expected proficiency levels, as well as participate in decision making regarding their child's education.

Action Step 1 5

Parent Liaison will assist in organizing parent trainings and staff resource room.

Person Responsible

Patricia Bagan

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Parent Liaison schedule, check out from resource room, parent training agenda and sign in sheets.

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Parent Liaison's Daily Schedule

Person Responsible

Patricia Bagan

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Parent Sign check in and out for the Parent Resource Room

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Collecting data by surveying parents

Person Responsible

Aimee Trier

Schedule

On 6/4/2015

Evidence of Completion

Review data

G2.B3 Loss of business partners 2

 B100174

G2.B3.S1 Maintain PJEEC as our main business partner through implementation of environmental curriculum and facilities. 4

 S111430

Strategy Rationale

We have the same shared vision.

Action Step 1 5

Work collaboratively with PJEEC to help support the environmental focus.

Person Responsible

Craig Sommer

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Notes from meeting.

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

Teachers as well as PJEEC will have a communication log to work on classroom environmental initiatives as well as visits on the nature trail.

Person Responsible

Craig Sommer

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Communication log, sign up sheet

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

Frequent meetings with PJEEC and Pine Jog Elementary

Person Responsible

Craig Sommer

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Agendas from meetings / notes

G3. We will provide rigorous, relevant, well planned literacy instruction aligned to Florida Standards. 1

 G041375

G3.B1 Students may require additional time and differentiated instruction to ensure adequate progress towards grade level targets. 2

 B100206

G3.B1.S1 Balanced Literacy will be implemented in the classroom during the 90 minute literacy block.

4

 S111469

Strategy Rationale

To teach students to become independent, strategic, and avid readers.

Action Step 1 5

Organize small group instruction based on student needs.

Person Responsible

Frances Frye

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Small group lesson plans, progress monitoring

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

Provide reading teachers with training on balanced literacy and the new Florida Standards, Marzano Walk throughs

Person Responsible

Craig Sommer

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance logs from trainings, IObservation

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

Student performance data

Person Responsible

Frances Frye

Schedule

Quarterly, from 8/4/2014 to 6/4/2015

Evidence of Completion

Increase in student performance data

G3.B1.S2 Provide students that are below grade level in reading an additional 30 minutes of intensive reading instruction until the reading deficiency is remedied. 4

S111470

Strategy Rationale

Through direct personalized instruction, students will work towards grade level targets.

Action Step 1 5

Organize small group instruction based on student needs.

Person Responsible

Frances Frye

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Small group lesson plans, progress monitoring

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Marzano Walk throughs, data chats

Person Responsible

Frances Frye

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

iObservation, student data

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Marzano walk throughs, Performance Data

Person Responsible

Craig Sommer

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

IObservation, increase in student performance data

G3.B3 Lack of time in school day to provide students with remediation to accelerate student learning. 2

 B100208

G3.B3.S1 Tutorial services will be offered to students who are not meeting proficiency. 4

 S111471

Strategy Rationale

Students would need extra time outside of the school day for differentiated instruction.

Action Step 1 5

Identify students not meeting proficiency via EDW

Person Responsible

Robert Stincer

Schedule

Weekly, from 10/6/2014 to 4/30/2015

Evidence of Completion

Tutorial roster

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Identify teachers providing tutorial services and provide tutorial teachers with materials for additional instruction

Person Responsible

Robert Stincer

Schedule

Weekly, from 10/6/2014 to 4/30/2015

Evidence of Completion

List of tutorial teachers, Purchased and distributed materials

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Student performance data

Person Responsible

Robert Stincer

Schedule

Monthly, from 10/6/2014 to 4/30/2015

Evidence of Completion

Increase in student performance data

G4. We will provide rigorous, relevant, well planned math instruction aligned to Florida Standards. 1

G041376

G4.B1 Students may require additional time and differentiated instruction to ensure adequate progress towards grade level targets. 2

B100209

G4.B1.S1 Differentiated instruction and small group instruction will be implemented in the classroom. 4

S111472

Strategy Rationale

Scaffold instruction for students that are having difficulty grasping the math concept.

Action Step 1 5

Organize small group instruction based on student need

Person Responsible

Robin Levin

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Small group lesson plans, progress monitoring

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Provide teachers with training, Marzano walkthroughs

Person Responsible

Craig Sommer

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance logs from trainings, IObservation

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Student performance data

Person Responsible

Robin Levin

Schedule

Semiannually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Increase in student performance data

G4.B1.S2 Utilize Math Resource teacher to implement additional small group instruction. 4

 S111473

Strategy Rationale

It will reinforce the concepts being taught in the classroom.

Action Step 1 5

Organize small group instruction based on student need

Person Responsible

Robin Levin

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Small group lesson plans, progress monitoring

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Provide math teachers with training (Math Cadre), Marzano walk throughs

Person Responsible

Robin Levin

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance log from training, IObservation

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Marzano walk throughs, Performance Data

Person Responsible

Craig Sommer

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

IObservation, increase in student performance data

G4.B3 Lack of time in school day to provide students with remediation to accelerate student learning. 2

 B100211

G4.B3.S1 Tutorial services will be offered to students who are not meeting proficiency. 4

 S111474

Strategy Rationale

This will ensure students are provided with extra math instruction to remediate and to accelerate student learning.

Action Step 1 5

Identify students not meeting proficiency via EDW and iReady

Person Responsible

Robert Stincer

Schedule

On 10/17/2014

Evidence of Completion

Tutorial roster

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Identify teachers providing tutorial services and provide tutorial teachers with materials for additional instruction

Person Responsible

Robert Stincer

Schedule

Semiannually, from 10/6/2014 to 4/30/2015

Evidence of Completion

List of tutorial teachers, Purchased and distributed materials

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Student performance data

Person Responsible

Robert Stincer

Schedule

Monthly, from 10/6/2014 to 4/30/2015

Evidence of Completion

Increase in student 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
G1.B1.S1.A1	Share practices in green initiatives.	Sommer, Craig	8/18/2014	Attendance at PDD opportunities	6/4/2015 one-time
G2.B1.S2.A1	Purchase student agendas and communication folders	Sommer, Craig	8/4/2014	Packing slip/ receipt	6/4/2015 one-time
G2.B1.S3.A1	Provide paraprofessional to assist with Parent Involvement		8/18/2014	Funding source	6/4/2015 daily
G3.B1.S1.A1	Organize small group instruction based on student needs.	Frye, Frances	8/18/2014	Small group lesson plans, progress monitoring	6/4/2015 daily
G3.B1.S2.A1	Organize small group instruction based on student needs.	Frye, Frances	8/18/2014	Small group lesson plans, progress monitoring	6/4/2015 daily
G3.B3.S1.A1	Identify students not meeting proficiency via EDW	Stincer, Robert	10/6/2014	Tutorial roster	4/30/2015 weekly
G4.B1.S1.A1	Organize small group instruction based on student need	Levin, Robin	8/18/2014	Small group lesson plans, progress monitoring	6/4/2015 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S2.A1	Organize small group instruction based on student need	Levin, Robin	8/18/2014	Small group lesson plans, progress monitoring	6/4/2015 daily
G4.B3.S1.A1	Identify students not meeting proficiency via EDW and iReady	Stincer, Robert	9/29/2014	Tutorial roster	10/17/2014 one-time
G2.B1.S1.A1	Sac meetings will be notified through the school marquee and flyers will be sent home about PTA Meetings.	Frye, Frances	8/18/2014	School Flyers	6/4/2015 monthly
G1.B1.S2.A1	Teachers will integrate environmental science in all content areas.	Sommer, Craig	8/18/2014	Lesson plans	6/4/2015 daily
G1.B1.S3.A1	The teachers will utilize outdoor space for learning opportunities.	Sommer, Craig	8/18/2014	iObservation Data, Lesson Plans	6/4/2015 daily
G2.B1.S4.A1	Parent Liaison will assist in organizing parent trainings and staff resource room.	Bagan, Patricia	8/18/2014	Parent Liaison schedule, check out from resource room, parent training agenda and sign in sheets.	6/4/2015 daily
G2.B3.S1.A1	Work collaboratively with PJEEC to help support the environmental focus.	Sommer, Craig	8/18/2014	Notes from meeting.	6/4/2015 monthly
G1.B1.S1.A2	All teachers will attend the Learn Green Conference	Sommer, Craig	10/20/2014	Agenda from the Learn Green Conference	10/20/2014 one-time
G1.B1.S2.A2	Selected staff members will attend the National Green Conference.	Sommer, Craig	3/2/2015		3/6/2015 one-time
G1.MA1	Performance data review.	Sommer, Craig	8/18/2014	Performance Data, iObservation Data, Lesson Plans	6/4/2015 quarterly
G1.B1.S1.MA1	Increase in "green" initiatives and activities	Playe, Susan	8/18/2014	reduction in waste	6/4/2015 daily
G1.B1.S1.MA1	Observation of "green" activity	Sommer, Craig	8/18/2014	Use of green projects, activities	6/4/2015 daily
G1.B1.S2.MA1	Walk through data, Performance data collection	Sommer, Craig	8/18/2014	Performance data, iObservation data	6/4/2015 monthly
G1.B1.S2.MA1	Administration will review lesson plans to ensure teachers are integrating environmental science across all content areas.	Sommer, Craig	8/18/2014	Administration's check list as they review lesson plans as well as observing teachers.	6/4/2015 semiannually
G1.B1.S3.MA1	Increase outdoor learning spaces	Sommer, Craig	8/18/2014	Lesson Plans, iObservation Data	6/4/2015 monthly
G1.B1.S3.MA1	The principal will ensure all classrooms are spending time outside around the campus as well as the nature trail.	Sommer, Craig	8/18/2014	Sign up sheet, lesson plans, iObservation data	6/4/2015 monthly
G2.MA1	Increased parent involvement in school related activities.	Bagan, Patricia	8/18/2014	Sign in sheets	6/4/2015 quarterly
G2.B1.S1.MA1	Collect data by surveying parents.	Bagan, Patricia	8/18/2014	Data results from survey	6/4/2015 one-time
G2.B1.S1.MA1	Collection of sign in sheets.	Frye, Frances	8/18/2014	Collecting the agenda and sign in sheets.	6/4/2015 monthly
G2.B3.S1.MA1	Frequent meetings with PJEEC and Pine Jog Elementary	Sommer, Craig	8/18/2014	Agendas from meetings / notes	6/4/2015 monthly
G2.B3.S1.MA1	Teachers as well as PJEEC will have a communication log to work on classroom environmental initiatives as well as visits on the nature trail.	Sommer, Craig	8/18/2014	Communication log, sign up sheet	6/4/2015 monthly
G2.B1.S2.MA1	Collect data by surveying parents and teachers	Bagan, Patricia	8/18/2014	Data results from survey	6/4/2015 one-time
G2.B1.S2.MA1	Use agendas and communication folders as communication device between school and home.	Bagan, Patricia	8/18/2014	Observed usage of materials	6/4/2015 daily
G2.B1.S3.MA1	Collect data by surveying parents and teachers	Bagan, Patricia	5/1/2015	Data results from survey	6/4/2015 one-time
G2.B1.S3.MA1	Use of paraprofessional to assist with parent involvement.	Bagan, Patricia	8/18/2014	Observation	6/4/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S4.MA1	Collecting data by surveying parents	Trier, Aimee	8/18/2014	Review data	6/4/2015 one-time
G2.B1.S4.MA1	Parent Liaison's Daily Schedule	Bagan, Patricia	8/18/2014	Parent Sign check in and out for the Parent Resource Room	6/4/2015 daily
G3.MA1	Data collection, walk through data	Sommer, Craig	10/6/2014	performance data, lobservation data	4/30/2015 monthly
G3.B1.S1.MA1	Student performance data	Frye, Frances	8/4/2014	Increase in student performance data	6/4/2015 quarterly
G3.B1.S1.MA1	Provide reading teachers with training on balanced literacy and the new Florida Standards, Marzano Walk throughs	Sommer, Craig	8/18/2014	Attendance logs from trainings, IObservation	6/4/2015 weekly
G3.B3.S1.MA1	Student performance data	Stincer, Robert	10/6/2014	Increase in student performance data	4/30/2015 monthly
G3.B3.S1.MA1	Identify teachers providing tutorial services and provide tutorial teachers with materials for additional instruction	Stincer, Robert	10/6/2014	List of tutorial teachers, Purchased and distributed materials	4/30/2015 weekly
G3.B1.S2.MA1	Marzano walk throughs, Performance Data	Sommer, Craig	8/18/2014	IObservation, increase in student performance data	6/4/2015 monthly
G3.B1.S2.MA1	Marzano Walk throughs, data chats	Frye, Frances	8/18/2014	iObservation, student data	6/4/2015 monthly
G4.MA1	Data collection, walk through data	Sommer, Craig	8/18/2014	performance data, lobservation data	6/4/2015 weekly
G4.B1.S1.MA1	Student performance data	Levin, Robin	8/18/2014	Increase in student performance data	6/4/2015 semiannually
G4.B1.S1.MA1	Provide teachers with training, Marzano walkthroughs	Sommer, Craig	8/18/2014	Attendance logs from trainings, IObservation	6/4/2015 weekly
G4.B3.S1.MA1	Student performance data	Stincer, Robert	10/6/2014	Increase in student performance data	4/30/2015 monthly
G4.B3.S1.MA1	Identify teachers providing tutorial services and provide tutorial teachers with materials for additional instruction	Stincer, Robert	10/6/2014	List of tutorial teachers, Purchased and distributed materials	4/30/2015 semiannually
G4.B1.S2.MA1	Marzano walk throughs, Performance Data	Sommer, Craig	8/18/2014	IObservation, increase in student performance data	6/4/2015 weekly
G4.B1.S2.MA1	Provide math teachers with training (Math Cadre), Marzano walk throughs	Levin, Robin	8/18/2014	Attendance log from training, IObservation	6/4/2015 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 Opportunities

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

G1. If we integrate "green" lessons into curriculum in an effort to earn the Green School of Excellence Award, then students and teachers will become "green" in their daily lives and we will increase student proficiency on the Science FCAT 2.0.

G1.B1 Students or teachers who enroll from other schools may not be aware of Pine Jog's green school attributes or how to be "green"

G1.B1.S1 Teachers will implement green lessons and classes will participate in Legacy projects by grade level.

PD Opportunity 1

Share practices in green initiatives.

Facilitator

Principal, PDD committee, Science Resource Teacher,

Participants

K-5 teachers

Schedule

On 6/4/2015

PD Opportunity 2

All teachers will attend the Learn Green Conference

Facilitator

Learn Green Presenters

Participants

All Teachers

Schedule

On 10/20/2014

G1.B1.S2 Integrate environmental science across all content areas focusing on S.T.R.E.A.M. (Science, Technology, Reading, Engineering, Math)

PD Opportunity 1

Teachers will integrate environmental science in all content areas.

Facilitator

Susan Toth / Pine Jog Environmental Education Center

Participants

All Teachers

Schedule

Daily, from 8/18/2014 to 6/4/2015

PD Opportunity 2

Selected staff members will attend the National Green Conference.

Facilitator

Presenters from the National Green Conference

Participants

Selected staff members

Schedule

On 3/6/2015

G3. We will provide rigorous, relevant, well planned literacy instruction aligned to Florida Standards.

G3.B1 Students may require additional time and differentiated instruction to ensure adequate progress towards grade level targets.

G3.B1.S1 Balanced Literacy will be implemented in the classroom during the 90 minute literacy block.

PD Opportunity 1

Organize small group instruction based on student needs.

Facilitator

District Reading Personnel for new Reading Series/Standards, Reading Coach

Participants

Reading Teachers

Schedule

Daily, from 8/18/2014 to 6/4/2015

G3.B1.S2 Provide students that are below grade level in reading an additional 30 minutes of intensive reading instruction until the reading deficiency is remedied.

PD Opportunity 1

Organize small group instruction based on student needs.

Facilitator

District Reading Personnel for new reading series, Reading coach

Participants

Reading teachers

Schedule

Daily, from 8/18/2014 to 6/4/2015

G4. We will provide rigorous, relevant, well planned math instruction aligned to Florida Standards.

G4.B1 Students may require additional time and differentiated instruction to ensure adequate progress towards grade level targets.

G4.B1.S1 Differentiated instruction and small group instruction will be implemented in the classroom.

PD Opportunity 1

Organize small group instruction based on student need

Facilitator

District Math Personnel for new Common Core, Math Resource Teacher, Math Teachers attending Cadre

Participants

MathTeachers

Schedule

Daily, from 8/18/2014 to 6/4/2015

G4.B1.S2 Utilize Math Resource teacher to implement additional small group instruction.

PD Opportunity 1

Organize small group instruction based on student need

Facilitator

District Math Personnel for new Common Core, Math Resource Teacher

Participants

Math teachers

Schedule

Daily, from 8/18/2014 to 6/4/2015

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: If we integrate "green" lessons into curriculum in an effort to earn the Green School of Excellence Award, then students and teachers will become "green" in their daily lives and we will increase student proficiency on the Science FCAT 2.0.	4,800
Goal 2: If we increase collaboration with families and community organizations then our students will increase their performance due to parental involvement.	31,472
Goal 3: We will provide rigorous, relevant, well planned literacy instruction aligned to Florida Standards.	102,041
Goal 4: We will provide rigorous, relevant, well planned math instruction aligned to Florida Standards.	74,379
Grand Total	212,692

Goal 1: If we integrate "green" lessons into curriculum in an effort to earn the Green School of Excellence Award, then students and teachers will become "green" in their daily lives and we will increase student proficiency on the Science FCAT 2.0.

Description	Source	Total
B1.S1.A2 - Learn Green Conference	School Improvement Funds	800
B1.S2.A2 - National Green Conference Travel and registration	Title I Part A	4,000
Total Goal 1		4,800

Goal 2: If we increase collaboration with families and community organizations then our students will increase their performance due to parental involvement.

Description	Source	Total
B1.S2.A1 - School date books, agendas, communication folders	Title I Part A	3,500
B1.S4.A1 - Parent Liaison salary and benefits	Title I Part A	25,472
B1.S4.A1 - Parent Training supplies, folders, paper, ink, refreshments	Title I Part A	2,500
Total Goal 2		31,472

Goal 3: We will provide rigorous, relevant, well planned literacy instruction aligned to Florida Standards.

Description	Source	Total
B1.S1.A1 - Coach salary and benefits (0.5)	Title I Part A	32,939
B1.S1.A1 - PD Supplies such as easel, ink, paper, binders, post its, chart paper, markers, highlighters, folders, resource books, etc.	Title I Part A	2,388
B1.S2.A1 - Reading Resource Teacher salary and benefits (0.5)	Title I Part A	32,939
B1.S2.A1 - Paraprofessional 6 hours salary and benefits	Title I Part A	25,275
B3.S1.A1 - Tutor, salary, and benefits	Title I Part A	8,500

Goal 3: We will provide rigorous, relevant, well planned literacy instruction aligned to Florida Standards.

Description	Source	Total
Total Goal 3		102,041

Goal 4: We will provide rigorous, relevant, well planned math instruction aligned to Florida Standards.

Description	Source	Total
B1.S2.A1 - Math Resource Teacher salary and benefits	Title I Part A	65,879
B3.S1.A1 - Tutor salary and benefits	Title I Part A	8,500
Total Goal 4		74,379