

Sarasota County Schools

# Pine View School



2017-18 School Improvement Plan

# Pine View School

1 PYTHON PATH, Osprey, FL 34229

[www.sarasotacountyschools.net/pineview](http://www.sarasotacountyschools.net/pineview)

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Combination School 2-12	No	15%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2016-17 Minority Rate</b> (Reported as Non-white on Survey 2)
Special Education	No	30%

## School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

## School Board Approval

This plan is pending approval by the Sarasota 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

## DA Regions

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

## DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

## DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school’s grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

## 2017-18 DA Category and Statuses for Pine View School

DA Region and RED	DA Category and Turnaround Status
Southwest - <a href="#">Julio Valle</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

The mission of Pine View School is to provide a qualitatively different learning environment that nurtures a passion for intellectual curiosity, that encourages risk-taking, independence and innovation, and that is committed to a tradition of academic excellence and social responsibility.

##### b. Provide the school's vision statement

N/A

#### 2. School Environment

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

Pine View staff understand the importance of creating strong networks of support for students. To that end, new student orientation programs are conducted at each grade level in August. Orientation includes being matched to a student ambassador and interacting through team building activities before receiving their schedule and touring the campus to find their rooms. Follow up meetings are scheduled to ensure a continued connection with student leaders.

Classroom community building lessons are embedded throughout the year. Other activities that occur throughout the year to help build student relationships and learn about one another's cultures include peer leadership activities, WEB Program (Where Everyone Belongs), Diversity Club, Accountable Talk lessons, celebration of Exceptional Student Education (ESE) Week, Hispanic Heritage Month and Black History Month.

Parents are part of relationship building and are invited to attend parent coffees throughout the year, Back to School night, College and Career preparation evenings and more.

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

Prevention programs such as anti-bullying forums, personal safety programs which includes internet safety, harassment laws and education, as well as forums to address stress management, are held during the school day.

Programs are also facilitated by our School Resource officer which include DARE and classroom instruction regarding safety and the law. Pine View employs additional campus security aides to ensure the safety of all students and staff on our campus.

Students are encouraged to be active bystanders, as well as write witness statements, if any bullying behavior or harassment occurs. The elementary Guidance Counselor teaches grade-wide lessons on "Frenemies" to help students build positive relationships.

Additionally, this year Pine View is undergoing renovations to make the campus a secure campus, meaning all guests must arrive and be checked in through the front office, using the raptor system. Prior to renovations there were at least 3 ways to enter or exit campus without going through procedure. The electronic gates being installed will create a much safer environment.

**c. 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 View facilitates the development of Functional Behavior Assessments (FBAs) and Behavior Improvement Plans (BIPs) in order to address behavior issues that take away from class engagement in learning. Monitoring and assessment of progress is done regularly through the teaching team and the School Wide Support Team. Additionally, whole school behavior expectations are in place and are reviewed in beginning of the year assemblies, and training is provided to staff regarding consistent enforcement. Behavior data is being gathered and analyzed to determine areas of concern and ways in which to address them.

**d. 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**

In order to meet the needs of our gifted population, book studies and social-emotional training are offered to students, parents and staff. Dr. Cortman spoke to 9th grade students on resiliency, and a follow up regarding the concept of becoming a "Social Black Belt" is pending. A PVS teacher who lost her son to overdose, speaks to all 10th graders regarding breaking the code of silence when you have friends who use drugs. The SRO speaks to all high school students on Social Media Safety and targets the presentation to each grade level. Our 6th and 7th grade Guidance counselor is conducting a Social Friendship Group, which will include students who have been in conflict. The effort is intended to reduce the conflicts and develop communication and conflict resolution skills. Our elementary Guidance counselor operates a mentoring group called WEB (Where Everybody Belongs), which is designed to assist our new to PV students. Each new student at PV is invited to attend an orientation to familiarize themselves with the campus and their schedules. We have several clubs designed to meet social-emotional needs specifically, including Run Club, Chill Club, Morning Mindfulness and Inner Explorer.

Pine View has an accessible social worker and school psychologist on staff. Pine View provides the opportunity for older students to mentor younger students. Additionally, Pine View uses outside agencies such as Hospice, Take Stock in Children and Jewish Family Services to work with students who have experienced a loss, students who need mental health services, and students of lower socio-economic status. The guidance counselors provide small and large group counseling opportunities for students, as needs and patterns become apparent. Additionally, students of concern are discussed at School-Wide Support Team (SWST) meetings which are held twice a month or as needed.

### **3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Students are monitored through SWST and grade level/team meetings. Additional meetings each quarter with guidance personnel and administration will deal with specific report data, including:

Attendance below 90%, regardless if the absence is excused or the result of an out-of-school suspension

A Level 1, 2 or 3 score on the statewide, standardized assessments in English Language Arts or Mathematics

Free and Reduced Lunch recipients for academic performance and possible need for supports  
GPA below 3.0

Failure of courses- quarterly and mid quarterly  
Standardized test scores  
Sub Groups: ESE, ESOL, lowest quartile, minority population, no LG  
Students who have not completed online requirement or accelerated coursework  
Project 10- bi monthly meetings monitoring attendance and credits earned  
One or more suspensions

**b. Provide the following data related to the school's early warning system**

**1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	3	4	7	7	15	9	12	22	23	47	119	268
One or more suspensions	0	0	1	0	0	3	0	1	2	2	0	3	1	13
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Deferred Expulsion	0	0	0	0	0	0	0	0	0	0	0	1	0	1

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	1	3	0	4	8

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

Pine View has very few students with early warning indicators, however, we monitor our students and take action swiftly when students exhibit issues. One particular program is our Early Morning Wake Up Call, which is a Connect-Ed message with Dr. Covert's pre-recorded message for students who miss early classes, or have too many absences. We also have scholar to scholar tutors and parent tutors to provide help to struggling students. Students indicating math or reading weaknesses are placed in iReady Club, which is monitored by our ESE Specialists.

Students are monitored through SWST and grade level/team meetings. Additional meetings each quarter with guidance personnel and administration deal with specific report data, including:

- Attendance below 90%, regardless if the absence is excused or the result of an out-of-school suspension
- A Level 1, 2 or 3 score on the statewide, standardized assessments in English Language Arts or Mathematics
- Free and Reduced Lunch recipients for academic performance and possible need for supports
- GPA below 3.0
- Failure of courses- quarterly and mid quarterly
- Standardized test scores
- Sub Groups: ESE, ESOL, lowest quartile, minority population, no LG
- Students who have not completed online requirement or accelerated coursework
- Project 10- bi monthly meetings monitoring attendance and credits earned
- One or more suspensions

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

### 1. 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

#### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

#### 1. PFEP Link

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

#### 2. Description

Pine View's parental involvement targets include both classroom and school events. At the classroom level, parental involvement includes assistance such as guest parent-teachers, who deliver a lesson with the teacher, as well as guest presenters on careers and special topics. At the school level, parents attend orientation nights (Open House), participate in Pine View PRIDE, which is a reward system for students going the extra degree, and various other school-wide events.

Parents are invited to join PVA, which is the parent group. PVA raises money and funds special teacher projects and classroom needs, based on committee review of applications. Parents are also invited to join the School Advisory committee, which reviews the SIP, our data, and monthly reports from staff members, and assists in guiding decision-making at the school.

PineViews is a publication that highlights some of the upcoming opportunities and achievements each month and is published by the PVA. Elementary and Secondary newspapers are produced at the school level.

Other ways parents get involved at PVS include the Pine View Foundation, Parent Education Programs, the Pine View Fair, and the adults-only fundraiser, Pinnacle, which is a formal event.

Parents host moving-up celebrations for graduation from 5th to 6th and 8th to 9th, and they organize our Hands-On Career Day, in which 9th and 10th graders attend on Saturday to meet local professionals in the careers indicated on their interest surveys.

### 2. 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

The following organizations support parent and community initiatives and the utilization of resources:

The School Advisory Council organizes a community event each year. Our Pine View Fair organizers seek local community based support for games and prizes. Pinnacle, our formal fundraiser for adults only, seeks sponsorships and donations for the silent auction baskets. The Volunteer & Partnership Program provide community volunteers for clerical, classroom and mentorship roles.

A special quality that we have cultivated at Pine View is our continual focus on giving back. To that end, we have developed a Character Education Program in which each class focuses on giving to a cause of their choice in the community. We actively seek support for food pantry donations, financial support of United Way from staff, as well as staff and student support of special needs cases. Examples of the latter include a family devastated by the recent hurricane, who lost everything and PV parents and staff donated many items. We also embrace a school-wide large scale project each year. This year we are raising funds to build a school in Haiti.

Pine View also reaches out to the community to take advantage of their skills and expertise. Each year

we have Hands-On Career Day. On this day students gain experience by working with professionals from our own community, doing things such as taking blood pressure, suturing pigs feet, creating online games, debating with law professionals, examining animals with a veterinarian, touring sites to see engineering in action, and more.

And of course we cannot forget a great tradition at Pine View, our Veteran's Day Celebration. Classes adopt a veteran, provide breakfast for them and conduct an assembly to honor them. Special speakers are invited.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Covert, Stephen	Principal
Fair, Sue	Assistant Principal
Rini, Alison	Assistant Principal
Allen, Tricia	Assistant Principal
Spielman, Tara	Assistant Principal

#### b. Duties

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

The expectations of the administrative team is to be instructional leaders and assist in the overall implementation of best practices through Pine View's targeted initiatives.

Grade 2-5 - Alison Rini, Elementary Assistant Principal; Kate McManus, Elementary School Counselor

Grade 6/7/8 - Sue Fair, Assistant Principal; Kelly Hawking, School Counselor; Ashley Byington, School Counselor

Grade 9/10/11/12 - Tara Spielman, Assistant Principal, Ashley Byington, School Counselor; Lynn Halcomb, School Counselor; Lance Bergman, College and Career Advisor  
 Tricia Allen, Assistant Principal for Curriculum 2-12

All Grades - Tim Gissal-School Psychologist; Diane Andrew-Occupational Therapist; Eileen Cabrera and Kathryn Chappell- ESE Liaison; Lori Wiley-Test Coordinator, Aimee Villemure-Social Worker; Kathleen Traverso- Speech Therapist

##### **2. 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 meets to formally collaborate as a School Wide Support Team (SWST) either once per week (elementary) or twice monthly (middle/high). Guidance counselors set the agenda for SWST meetings. Summative and formative assessment data is examined to identify

school, class, or individual student needs relative to attendance, behavior, and/or academics. Discussions also focus on the implementation of interventions and progress monitoring. If necessary, students of concern are brought up to Children At Risk in Education (CARE). The MTSS Leadership Team provides pertinent data related to attendance, behavior and academics.

Pine View administrators and the MTSS Team assist teachers in the MTSS process. Assistant Principals and Guidance Counselors facilitate the discussion of students of concern, beginning interventions, and monitoring intervention fidelity. Differentiating instruction is an essential component of MTSS' three-tiered model of interventions.

The district provides support and funding for a separate Gifted Magnet Program at Pine View. We use our AP funding to support our overall school curriculum as well as professional learning opportunities for staff and faculty. Pine View Association and Pine View Foundation as well as district funds support technology initiatives and curriculum projects. Pine View Association also provides the needed funding to allow Pine View to purchase additional staffing.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Stephen Covert	Principal
Carole McLaughlin	Education Support Employee
Paula Ippolito	Parent
Karen Kuskin	Parent
Pamela Gavette	Parent
John Koda	Parent
Mike Sanders	Business/Community
James Froelich	Teacher
Linda Harradine	Parent
Zachary Bright	Student
Alla Lazareva	Teacher
Alisa Mitchell	Parent
Isa Chauhan	Parent
Lael Hazan	Parent
Nicholas Jurczyk	Student
Zoe McDonald	Student
Kelly Fung	Student
Krishan Lemus-Castanon	Student

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

A detailed report of all available school data was distributed and reviewed. SAC members and teachers were provided the opportunity to attend a separate SIP workshop to write goal statements based on the data. All goal statements were reviewed and revised according to the feedback from this group.

*b. Development of this school improvement plan*

During the course of the year, SAC reviewed the School Improvement Plan and had the opportunity to make any recommendations that the SAC members felt necessary. The direction of SAC was in support of SIP.

*c. Preparation of the school's annual budget and plan*

The annual budget is reviewed and school-wide special projects are funded. Teacher requests for funds are considered monthly.

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

Veteran's Day Celebration- \$1,800

Art Steam initiative- \$7,000

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Allen, Tricia	Assistant Principal
Drown, Melissa	Teacher, K-12
Francis, Jack	Teacher, PreK
Melton, Robin	Teacher, K-12
Wiley, Lori	Teacher, K-12
Barber, Peggy	Teacher, K-12
Condiotte, Maureen	Teacher, K-12
Johnson, Tonya	Teacher, K-12
White, Stephanie	Teacher, K-12
Vest, Kelly	Teacher, K-12
Rini, Alison	Assistant Principal
Fair, Sue	Assistant Principal
Spielman, Tara	Assistant Principal

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable**

In the past, the LLT has worked in conjunction with the DI (Differentiated Instruction) group to provide professional development aligned to the Florida Standards and through literacy and differentiated strategies. This year we are eliminating the terms Literacy Team and DI Team to put both groups under one umbrella to create PD that supports the overall school initiatives:

1. Visible Learning- based on Hattie, Fisher and Frey's work on high effect teaching strategies.
2. Standards-based learning.
3. Accountable Talk
4. Content area literacy

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

The master schedule is designed in such a way to provide common planning time. Professional Learning Communities (PLCs) are focused on high quality collaboration on student achievement and teaching practices that are most effective. During each Faculty Meeting, breakfast or snacks are provided and staff members are encouraged to arrive early in order to mingle. We also host a staff social in the Fall and Spring, inviting not only staff, but also their families.

This year we are focused on providing increased opportunities for teachers to join administrators on walk-throughs focused on the school and district priorities, in an effort to focus the collaborative work of the PLCs on actual practice.

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

All new teachers participate in the district SCIP (Sarasota County Induction Program), which is a mentoring program matching new to SRQ teachers to experienced and trained mentors. Additionally, we encourage teachers to mentor unofficially through a buddy system for new teachers.

Administration attempts to develop leadership capacity through instructional coaching and professional development opportunities and frequently ask teacher leaders to present or participate on specific committees, such as the Visible Learning Committee, the Professional Development Committee and SAC or SDMT.

We hire highly-qualified teachers through a committee based process led by an administrator. Gifted Endorsement courses are offered through our school for each of the 5 required courses to increase access.

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

Pine View will use SCIP (Sarasota County Induction Program) Mentors for beginning teachers. These mentors meet with their "mentee" to review Sarasota County requirements related to first and second year teaching. Teachers are paired by subject or grade level when possible.

Topics covered include:  
-Lesson Planning  
-Open House

- Classroom Management
- PRIDE Rubric and all Domains
- Professional Development
- Creating a culture for Learning
- Differentiation for Special Populations
- Special populations
- Collaboration
- Culture

In addition to the formal mentoring program offered through the district, new to Pine View teachers are assigned an informal "buddy teacher", who helps them with quick questions such as where do I get field trip paperwork, or how do I sign up for professional development. Pine View department chairs also make sure to reach out new teachers to provide supports.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

Pine View School ensures its core instructional program and materials are aligned to Florida's standards by facilitating time for grade level teachers to collaborate and align curriculum with the Florida Standards. All teachers use their content standards. In addition to content standards, Science, Social Studies, Technology and CTE courses are expected to demonstrate incorporation of the Literacy Standards for their area as indicated in the Florida Standards.

Summer curriculum workshops provide time to reflect on best practices, the scope and sequence of grade level curriculum standards and revision of materials for each new school year.

Training workshops are held after school for team leaders and department chairs on topics related to the district-wide goals of Accountable Talk, Academic Vocabulary, Content Area Literacy and Standards-Based Learning, all under the umbrella of Visible Learning. Regularly scheduled Professional Learning Community (PLC) meetings for academic content teachers as well as grade level teams provide time to address the standards for each of the instructional content areas.

Teachers are proactive in their use of instructional workshops, professional organizations, conferences, current literature and Florida's Department of Education websites to adapt their instruction to ensure all students are effectively taught the Florida Curriculum standards in their classroom. We incorporate of the following instructional programs: Spring Board, iReady, and Go Math!

#### b. Instructional Strategies

##### **1. 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**

In addition to requiring all teachers become gifted endorsed, teachers have been trained in differentiation strategies and employ the strategies within their classroom instruction. Student choice in assignment, differentiation in assessment methods, specialized instruction for highly gifted students, and special schedules, with early or late arrivals, are examples. After school assistance is

offered by most teachers in order to ensure one on one assistance with mastering the objectives. Visible Learning assists teachers in recognizing the stage of learning each student is in, in order to select the most appropriate teaching strategy for the individual.

The ESE Liaison and counselors work with teachers to develop differentiated strategies for students exhibiting special need. Diverse levels of texts for literature circles or for assigned outside reading are provided.

All teachers have received a list of last year's students who did not make a learning gain in order to analyze possible reasons and methods that might have been used to ensure a gain. Teachers also received a list of students they currently have who did not make a gain last year. Professional Learning Communities are coming together to create strategies based on student strengths and weaknesses in order to ensure a gain in the 17-18 school year.

**2. 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:**

Due to the nature of the school - a district-wide choice school for gifted students - an extended day is not supported at our school. Pine View teachers provide assistance to students during the school day where needed and also offer over 100 after-school Club choices, which provide enrichment for interested students.

**Strategy Rationale**

Pine View's unique schedule allows for students to receive additional enrichment and acceleration of the curriculum with teachers during 30 minutes of their 1 hour lunch period. Students also have the option to participate in academic clubs that support the enrichment of our core academic classes, such as: Chemistry Club, Robotics, Literature Club, etc.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Wiley, Lori, lori.wiley@sarasotacountyschools.net

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

Teachers maintain records of students they provide additional enrichment activities to throughout the school year.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Pine View has a unique population of students in that we service grades 2-12, and many of our students stay with us all 11 years. There is an AP assigned to elementary, middle and high school levels, and an AP over curriculum 2-12. Administrators and counselors meet to ensure a healthy transition from level to level within the school, and the School-Wide Support Team process is utilized.

When students opt to leave Pine View, an exit packet is completed by the parent. A conversation with the receiving school is completed as needed, depending on any existing concerns deemed informational to the receiving school. The following is a list of programs and interventions that support the transition from one school level to another:

#### Elementary:

- Summer Math Camp: Students receive support in math skills and concepts to prepare for the next year.
- Summer Curriculum: Teachers send home beginning of the year expectations and summer assignments to students can prepare to meet the incoming standards for the following grade.
- Meet the Teacher: Communication lines between home and school can be established.
- Open House: Teachers present to the families the course expectations, methods, and philosophy of different subject areas.

#### Middle School:

- Summer Math Camp: Students receive support in math skills and concepts to prepare for the next year.
- Summer Curriculum: Students are assigned summer work in order to prepare to meet the incoming standards for the following year.
- W.E.B. (Where Everyone Belongs) Student Organization provides activities to welcome new students
- Writing Camp: Students receive support in writing skills to prepare for the next year.
- Open House: Teachers present the families the course expectations, methods, and philosophy of different subject areas.

#### High School:

- Peer Mentoring
- Open House: Teachers present the families the course expectations, methods, and philosophy of different subject areas.
- Grade Level Class Meetings

## **b. College and Career Readiness**

### **1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Lance Bergman serves as a College & Career Adviser for the 12th grade, and he works with the Guidance Counselor to provide Naviance as a tool for data collection and college advising. Interest inventories are completed within the system, as well as college application work, resume work and college searches.

Grade-level Guidance Counselors organize:

- Small group sessions for career planning in grades 8-9
- Large and small group Guidance meetings for career exploration and planning (Grade 9)
- Small group sessions which combine academic and career planning in grade 10;
- Individual sessions with grades 11-12
- College Visits throughout the year 11-12
- Use of Naviance Succeed Career and College Exploration software (Grades 9-12)
- Guided and independent use of college website resources

- College and Career Resource Website [www.pvscollegecounseling.com](http://www.pvscollegecounseling.com)
- Externship program where seniors are matched and placed in professional/business settings as interns

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

Pine View offers a specialized course for 12th grade students, Senior Externship Experience. This course is a blended 1-credit course designed to prepare students for college and career comprised of weekly classroom and web-based meetings, and completion of 140 Externship hours in a professional setting of the student's choosing. The course is designed to represent the expectations that will be placed upon students in college, careers, and beyond while providing students the opportunity to engage in self-directed career exploration. The classroom experience is primarily focused on the transition process from high school to post-secondary and career environments.

The CTE offerings at Pine View consist of TV Production/Digital Media levels 1-IV and four levels of Applied Robotics courses: Foundations of Robotics; Robotics Design Essentials; Robotic Systems; and Robotic Applications Capstone. Students may earn industry certification in Adobe Certified Video Communication with Adobe Premiere Pro.

Elementary students learn the nuances of profitably owning and running a business through their annual field trip to Biztown and are introduced to career opportunities through the Pine View Career Fairs aimed at Students in grades 2-12.

Pine View Foundation sponsors outside speakers from local and national venues to support the curricular offerings geared toward College and Career Readiness and Character Education topics.

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

Pine View offers a Science, Technology, Engineering, and Mathematics (STEM) Club for grades 2-12, a Robotics Club and Competition Team, and a Microsoft Career courses for Career and Technical Education. Pine View is in the process of implementing a four course sequence of Engineering courses, called Project Lead the Way, for grades 9-12 which includes an opportunity for an externship experience.

**4. 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**

Students can take a variety of college preparation courses such as Advanced Placement Courses and Dual Enrollment. SAT and ACT test prep workshops are offered throughout the year for grades 9-11.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

### **b. Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

### **2. Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### **B. Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### **C. Strategic Goals**

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase level of proficiency in Biology, with a focus on Organisms, Populations and Ecosystems.
- G2.** Improve the climate of the school by celebrating diversity, partnering with the community, and taking steps to help staff and students feel valued and appreciated.
- G3.** Study Visible Learning research in multiple grade and content area groups, reviewing the research and high effect size strategies appropriate at each stage of learning, and begin to implement the strategies in class and measure the impact in our PLCs.
- G4.** Increase the number of students who have successfully completed rigorous coursework from 99% to 100%.
- G5.** Increase our average daily attendance from 96% to 97% by focusing on decreasing the number of unexcused versus excused absences. Reduce unexcused absences at each grade level by 5%. Unexcused absences by grade- 2nd- 70 to 66 3rd- 152 to 144 4th- 216 to 205 5th- 221 to 210 6th- 235 to 223 7th- 466 to 443 8th- 476 to 453 9th- 393 to 373 10th- 515 to 490 11th- 453 to 430 12th- 1084 to 1030
- G6.** Increase the number of students overall making a learning gain in ELA. 4th 86-89% 5th 81-84% 6th 76-79% 7th 83-86% 8th 76-79% 9th 77-80% 10 77-80%
- G7.** Increase the number of students overall making a learning gain in Math. 4th- 83-86% 5th- 84-87% 6th- 77-80% 7th- 94-97% 8th- 76-79% 9th- 77-80% 10th- 77-80%
- G8.** Increase the number of lower quartile students making a learning gain in ELA from 79% to 83%.
- G9.** Increase the number of lower quartile students making a learning gain in Math, from 85% to 89%.

**G10.** Increase the number of AP courses with 50% or more earning a level 4 or 5 from 58% to 62%.  
 Currently, 82% score Level 3-5.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** Increase level of proficiency in Biology, with a focus on Organisms, Populations and Ecosystems. 1a

 G094222

**Targets Supported** 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	98.0

**Targeted Barriers to Achieving the Goal** 3

- Overall, our students average 95% when dividing the average points earned by total points available. Each percent between 95 and 100 becomes more difficult to achieve.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Visible Learning resources and training, which will provide information on making students more aware of learning intentions and success criteria, and make them accountable for their own learning.
- Science equipment, such as digital microscopes, which places state of the art learning tools in student hands.

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

Formative assessment results will be examined.

**Person Responsible**

Tricia Allen

**Schedule**

Monthly, from 8/21/2017 to 5/31/2018

**Evidence of Completion**

Formative assessment results and PLC logs.

**G2.** Improve the climate of the school by celebrating diversity, partnering with the community, and taking steps to help staff and students feel valued and appreciated. 1a

G092883

**Targets Supported** 1b

Indicator	Annual Target
Effective+ Administrators	100.0

**Targeted Barriers to Achieving the Goal** 3

- There is a need for the creation of a central plan to address parent, student and staff perceptions.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- There are committees already formed for Climate led by APs, as well as school-wide survey results with comparisons to district rates. Additionally, we have collected data through a staff survey on the level and usefulness of feedback, and have focus group notes from each grade level and qualitative data on student perception of learning at Pine View.
- Parent and teacher participation is great resource at Pine View, through SAC, SDMT, PVA, the foundation and more.

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

Feedback from students and teachers

**Person Responsible**

Sue Fair

**Schedule**

On 6/1/2017

**Evidence of Completion**

Increased of positive results from student climate survey, a formalized plan for addressing the needs and the final climate survey.

**G3.** Study Visible Learning research in multiple grade and content area groups, reviewing the research and high effect size strategies appropriate at each stage of learning, and begin to implement the strategies in class and measure the impact in our PLCs. 1a

G092884

**Targets Supported** 1b

Indicator	Annual Target
Effective+ Administrators	100.0

**Targeted Barriers to Achieving the Goal** 3

- Teacher proficiency and comfort level with incorporating strategies; willingness to participate in school book studies.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- On-site training by Curriculum APC.
- Book studies offered in math and literacy overall.
- Online Corwin modules

**Plan to Monitor Progress Toward G3.** 8

Walk through data

**Person Responsible**

Tricia Allen

**Schedule**

Weekly, from 11/1/2017 to 5/31/2018

**Evidence of Completion**

Increased ration of students able to explain their learning, the relevance of their learning and what their next steps forward are.

**G4.** Increase the number of students who have successfully completed rigorous coursework from 99% to 100%. 1a

G092885

**Targets Supported** 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	100.0

**Targeted Barriers to Achieving the Goal** 3

- Students who prefer to take online courses or all on level/honors, without taking AP, DE, or CTE series courses

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- A more efficient data tracking system to monitor those not opting to take highly rigorous coursework.

**Plan to Monitor Progress Toward G4.** 8

Run final report of highly rigorous course completers.

**Person Responsible**

Stephen Covert

**Schedule**

On 6/1/2017

**Evidence of Completion**

Spreadsheet of final list of students completing highly rigorous coursework.

**G5.** Increase our average daily attendance from 96% to 97% by focusing on decreasing the number of unexcused versus excused absences. Reduce unexcused absences at each grade level by 5%. Unexcused absences by grade- 2nd- 70 to 66 3rd- 152 to 144 4th- 216 to 205 5th- 221 to 210 6th- 235 to 223 7th- 466 to 443 8th- 476 to 453 9th- 393 to 373 10th- 515 to 490 11th- 453 to 430 12th- 1084 to 1030 1a

G092886

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	97.0

**Targeted Barriers to Achieving the Goal** 3

- College Visits are necessary to this population.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

•

**Plan to Monitor Progress Toward G5.** 8

Quarterly district provided reports on attendance averages.

**Person Responsible**

Stephen Covert

**Schedule**

Quarterly, from 10/9/2017 to 6/1/2018

**Evidence of Completion**

Quarterly reports showing reduced unexcused absences.

**G6.** Increase the number of students overall making a learning gain in ELA. 4th 86-89% 5th 81-84% 6th 76-79% 7th 83-86% 8th 76-79% 9th 77-80% 10 77-80% **1a**

 G092887

**Targets Supported** **1b**

Indicator	Annual Target
ELA/Reading Gains	82.0

**Targeted Barriers to Achieving the Goal** **3**

- Teachers may not be aware of the students they had last year who made no gains, nor are they all aware of the students they have this year who are in this group, in order to provide extra intervention and scaffolding.
- Teachers need more training in strategies to produce learning gains with top performing students.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Data warehouses to provide this data to teachers.
- VL training modules

**Plan to Monitor Progress Toward G6.** **8**

APs will collect formative data, PLC Logs and mid year conference forms to monitor the progress towards LGs.

**Person Responsible**

Alison Rini

**Schedule**

Monthly, from 10/9/2017 to 6/1/2018

**Evidence of Completion**

Formative data results.

**G7.** Increase the number of students overall making a learning gain in Math. 4th- 83-86% 5th- 84-87% 6th- 77-80% 7th- 94-97% 8th- 76-79% 9th- 77-80% 10th- 77-80% **1a**

G092888

**Targets Supported** **1b**

Indicator	Annual Target
Math Gains	100.0

**Targeted Barriers to Achieving the Goal** **3**

- Teachers may not be aware of the students they had last year who made no gains, nor are they all aware of the students they have this year who are in this group, in order to provide extra intervention and scaffolding.
- Teachers need more training in strategies to produce learning gains with top performing students.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- Design to Align books and training.
- Visible Learning Modules

**Plan to Monitor Progress Toward G7.** **8**

Data reports including state, district and teacher-created common assessments, chapter tests, running records, portfolios, I-Ready, and/or EOC assessments; small group sessions.

**Person Responsible**

Alison Rini

**Schedule**

Monthly, from 10/9/2017 to 6/1/2018

**Evidence of Completion**

Increased learning gain in math by grade level.

**G8. Increase the number of lower quartile students making a learning gain in ELA from 79% to 83%. 1a**

G092889

**Targets Supported 1b**

Indicator	Annual Target
FSA ELA Achievement	83.0

**Targeted Barriers to Achieving the Goal 3**

- Teachers may not be aware of the students they had last year who were in the lowest quartile, nor are they all aware of the students they have this year who are in this group, in order to provide extra intervention and scaffolding.
- Teachers need more training in strategies to produce learning gains in lowest quartile students, even when they are top performing students.

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- Learning gain report
- Visible Learning training

**Plan to Monitor Progress Toward G8. 8**

Benchmark assessments, EOC and FSA data, I-Ready, classroom formative and summative assessment data

**Person Responsible**

Lori Wiley

**Schedule**

Monthly, from 10/9/2017 to 6/1/2018

**Evidence of Completion**

Increased scores on FSA Reading

**G9. Increase the number of lower quartile students making a learning gain in Math, from 85% to 89%. 1a**

G092890

**Targets Supported 1b**

Indicator	Annual Target
Math Gains District Assessment	89.0

**Targeted Barriers to Achieving the Goal 3**

- Teachers may not be aware of the students they had last year who were in the lowest quartile, nor are they all aware of the students they have this year who are in this group, in order to provide extra intervention and scaffolding.
- Teachers need training on which strategies are most effective for high performing students in order to help all students make again.

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- Lowest quartile report
- Design to Align Training

**Plan to Monitor Progress Toward G9. 8**

Benchmark assessments, EOC and FSA data, I-Ready, classroom formative and summative assessment data

**Person Responsible**

Lori Wiley

**Schedule**

Weekly, from 10/9/2017 to 6/1/2018

**Evidence of Completion**

Performance on teacher made common assessments, Benchmark Assessments & EOC

**G10.** Increase the number of AP courses with 50% or more earning a level 4 or 5 from 58% to 62%.  
Currently, 82% score Level 3-5. 1a

G092891

**Targets Supported** 1b

Indicator	Annual Target
AP Exam Passing Rate	86.0

**Targeted Barriers to Achieving the Goal** 3

- Performing above state, national and global levels makes it difficult to continually move to the next level. People sometimes do not see the value of attempting to achieve even more, with such a high passage rate.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- AP Central reports

**Plan to Monitor Progress Toward G10.** 8

Classroom formative and summative assessment data.

**Person Responsible**

Lori Wiley

**Schedule**

Monthly, from 10/23/2017 to 6/1/2018

**Evidence of Completion**

AP exam scores

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Increase level of proficiency in Biology, with a focus on Organisms, Populations and Ecosystems. **1**

 G094222

**G1.B1** Overall, our students average 95% when dividing the average points earned by total points available. Each percent between 95 and 100 becomes more difficult to achieve. **2**

 B253011

**G1.B1.S1** Provide focused instruction on the lowest reporting category, which is Organisms, Populations and Ecosystems. **4**

 S267017

### Strategy Rationale

Selecting the category with the fewest point average provides the opportunity for more improvement.

### Action Step 1 **5**

Present science equipment needs to Pine View Association, requesting a grant. Base need for grant on scores, and specifically show radical growth in Biology scores in the last 3 years.

#### Person Responsible

Tonya Johnson

#### Schedule

Semiannually, from 8/21/2017 to 5/31/2018

#### Evidence of Completion

Biology EOC scores, as compared to the state and district, as well as category reporting scores showing improvement in the selected category of focus.

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

APs will monitor through mid year conversations regarding data and classroom observations.

**Person Responsible**

Tricia Allen

**Schedule**

Biweekly, from 8/21/2017 to 5/31/2018

***Evidence of Completion***

Formative assessments will be designed and implemented, the results of which will be the subject of PLC collaborative discussions.

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

AP will review results of formative assessments.

**Person Responsible**

Tricia Allen

**Schedule**

Monthly, from 8/21/2017 to 5/31/2018

***Evidence of Completion***

Formative assessment data focused on Biology assessment components, specifically the reporting category of focus.

**G1.B1.S2** Teachers will write common formative assessments for each unit and use results to plan instructional steps moving forward, focusing on the lowest reporting category, OP&E. 4

S269193

### Strategy Rationale

Formative assessments will provide concrete evidence of learning gaps.

### Action Step 1 5

Teachers will create common formative assessments focused on the lowest reporting categories.

#### Person Responsible

Stacey Chaillou

#### Schedule

Monthly, from 11/1/2017 to 5/31/2018

#### Evidence of Completion

Formative assessment results.

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

Monthly PLC minutes will update on progress of Formative assessment mastery and teachers will bring samples to midyear conferences.

#### Person Responsible

Sue Fair

#### Schedule

Monthly, from 11/1/2017 to 5/31/2018

#### Evidence of Completion

PLC minutes and progress monitoring results.

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

Monthly PLC minutes will update on progress of Formative assessment mastery and teachers will bring samples to midyear conferences.

**Person Responsible**

Sue Fair

**Schedule**

Monthly, from 11/1/2017 to 5/31/2018

***Evidence of Completion***

PLC minutes and progress monitoring results.

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

Review of FSA results

**Person Responsible**

Sue Fair

**Schedule**

On 6/1/2018

***Evidence of Completion***

FSA results will be compared to 16-17 results.

**G2.** Improve the climate of the school by celebrating diversity, partnering with the community, and taking steps to help staff and students feel valued and appreciated. 1

G092883

**G2.B1** There is a need for the creation of a central plan to address parent, student and staff perceptions.

2

B249113

**G2.B1.S1** Focus on creating celebrations focused on diversity, such as Confucius Day, and other cultural celebrations. 4

S262557

### Strategy Rationale

To provide more opportunities to celebrate and discuss diversity in the classroom and on campus.

### Action Step 1 5

Meet with all grade level leaders to discuss upcoming opportunities to celebrate diversity

#### Person Responsible

Tara Spielman

#### Schedule

Monthly, from 10/6/2017 to 5/31/2018

#### Evidence of Completion

Meeting agenda and minutes

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

Monitor monthly developments

#### Person Responsible

Tara Spielman

#### Schedule

Monthly, from 10/6/2017 to 5/31/2018

#### Evidence of Completion

Calendar record of diverse events sponsored at PV.

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

Attend celebrations and events in order to support.

**Person Responsible**

Stephen Covert

**Schedule**

Monthly, from 8/21/2017 to 5/31/2018

**Evidence of Completion**

Student and parent climate surveys results.

**G2.B1.S2** Work with SDMT to select a community sponsorship event, such as the Special Olympics athletic event. 4

 S267024

**Strategy Rationale**

To invite the community in and reinforce the PV value of giving back to the community.

**Action Step 1** 5

Meet with SAC to discuss and vote on possible community projects to be sponsored by PV.

**Person Responsible**

**Schedule**

**Evidence of Completion**

SAC Minutes

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

SAC Chair will work with SAC to organize the event.

**Person Responsible**

Carole McLaughlin

**Schedule**

Monthly, from 10/16/2017 to 5/31/2018

***Evidence of Completion***

Event invitation, pictures and press coverage

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

Attend the event to support the school, SAC and the community group chosen.

**Person Responsible**

Stephen Covert

**Schedule**

On 5/31/2018

***Evidence of Completion***

Invitation, pictures, press coverage.

**G2.B1.S3** Review the Climate Surveys of staff, students and parents with the committee and create a plan of action to increase the sense of being valued and appreciated. 4

S267027

### Strategy Rationale

To address morale of staff, students and parents within the whole PV community.

### Action Step 1 5

Review Climate Survey results and develop a plan.

#### Person Responsible

Sue Fair

#### Schedule

Monthly, from 10/6/2017 to 12/22/2017

#### Evidence of Completion

The written plan taking all stakeholder input

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

Check progress at one AP PLC per month.

#### Person Responsible

Tricia Allen

#### Schedule

Monthly, from 10/6/2017 to 6/1/2018

#### Evidence of Completion

Written plan, with action steps and deadlines will be consulted and monitored monthly.

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

Post survey of staff regarding feedback received by administration and climate.

**Person Responsible**

Tricia Allen

**Schedule**

On 6/1/2018

**Evidence of Completion**

Post survey results.

**G3.** Study Visible Learning research in multiple grade and content area groups, reviewing the research and high effect size strategies appropriate at each stage of learning, and begin to implement the strategies in class and measure the impact in our PLCs. 1

G092884

**G3.B1** Teacher proficiency and comfort level with incorporating strategies; willingness to participate in school book studies. 2

B249114

**G3.B1.S1** Continuous training across grade levels and content areas through Curriculum Cafe model monthly. Also provide individual access to Corwin Modules for VL online, in addition to our book studies for leaders and the math department. 4

S262558

**Strategy Rationale**

Training allows for discussion, planning, and sharing of ideas in regard to VL implementation at various levels and content areas.

**Action Step 1 5**

Training in Visible Learning

**Person Responsible**

Tricia Allen

**Schedule**

Monthly, from 10/6/2017 to 5/31/2018

**Evidence of Completion**

Mid year conversations with teachers discussing specific implementation results of VL concepts will be documented.

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

Monitor teacher participation in the VL S&S series. One on one conversations with those who are not participating to determine how they are working towards our school goal.

**Person Responsible**

Tricia Allen

**Schedule**

Monthly, from 10/6/2017 to 5/31/2018

***Evidence of Completion***

Use of Learning Intentions, Success Criteria and Learning Progressions visible during class visits.

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

Classroom Observations by administrators

**Person Responsible**

Stephen Covert

**Schedule**

Weekly, from 8/21/2017 to 6/1/2018

***Evidence of Completion***

Data observed during classroom observations of Learning Intentions, Success Criteria and Learning Progressions.

**G3.B1.S2** Joint administrative team walk-throughs and peer to peer walk throughs focused on Visible learning, specifically with regard to learning intentions, success criteria and learning progressions. 4

S270279

### Strategy Rationale

To focus the attention of all staff and all admin on the same behaviors and goals.

### Action Step 1 5

Invite all staff to do walk-throughs the first week of each month and list the area of focus.

#### Person Responsible

Tricia Allen

#### Schedule

Monthly, from 11/1/2017 to 5/31/2018

#### Evidence of Completion

Peer to peer walk through lists and joint walk-through feedback forms.

### Action Step 2 5

Invite all staff to do walk-throughs the first week of each month and list the area of focus.

#### Person Responsible

Tricia Allen

#### Schedule

Monthly, from 11/1/2017 to 5/31/2018

#### Evidence of Completion

Peer to peer walk through lists and joint walk-through feedback forms.

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

Plan walk joint walk-throughs each Monday morning to cover 2-12 classrooms and determine focus of walk-throughs.

**Person Responsible**

Stephen Covert

**Schedule**

Weekly, from 11/1/2017 to 5/31/2018

***Evidence of Completion***

Joint walk-through forms and noted trends. For example: 4 out of 5 classes had a leaning intention posted.

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

Use trends and walk-through data collected to determine if goals are being met.

**Person Responsible**

Stephen Covert

**Schedule**

Monthly, from 10/2/2017 to 6/1/2018

***Evidence of Completion***

Joint walk-through forms and notes on trends. Mid year and final conference forms with teachers.

**G4.** Increase the number of students who have successfully completed rigorous coursework from 99% to 100%. 1

G092885

**G4.B1** Students who prefer to take online courses or all on level/honors, without taking AP, DE, or CTE series courses 2

B253040

**G4.B1.S1** Monitor students quarterly at grades 10-12 for completion of this graduation requirement, and counsel freshman through their scheduling process regarding access to rigorous coursework. 4

S267055

### Strategy Rationale

Providing more information, coupled with monitoring will produce higher results.

### Action Step 1 5

Monitor compliance with rigorous coursework expectation.

#### Person Responsible

Tricia Allen

#### Schedule

Monthly, from 10/6/2017 to 5/31/2018

#### Evidence of Completion

Completion of rigorous coursework or certifications.

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

Run reports and discuss options and progress with students.

#### Person Responsible

Lynn Halcomb

#### Schedule

Quarterly, from 10/9/2017 to 6/1/2018

#### Evidence of Completion

Report of students completing rigorous coursework.

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

Meet with Guidance personnel monthly to determine progress and steps needed.

**Person Responsible**

Tricia Allen

**Schedule**

Monthly, from 10/9/2017 to 5/31/2018

**Evidence of Completion**

Spreadsheets of students completing the graduation requirement.

**G5.** Increase our average daily attendance from 96% to 97% by focusing on decreasing the number of unexcused versus excused absences. Reduce unexcused absences at each grade level by 5%. Unexcused absences by grade- 2nd- 70 to 66 3rd- 152 to 144 4th- 216 to 205 5th- 221 to 210 6th- 235 to 223 7th- 466 to 443 8th- 476 to 453 9th- 393 to 373 10th- 515 to 490 11th- 453 to 430 12th- 1084 to 1030 1

G092886

**G5.B1** College Visits are necessary to this population. 2

B249118

**G5.B1.S1** Monitor attendance with a focused view on unexcused absences at every grade level. 4

S262560

**Strategy Rationale**

Each grade level may have different contributing factors, and incentives/consequences will vary widely between age groups.

**Action Step 1 5**

Monitor attendance monthly in AP PLCs

**Person Responsible**

Sue Fair

**Schedule**

Monthly, from 10/9/2017 to 5/31/2018

**Evidence of Completion**

Increased attendance rate.

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

Add topic to monthly AP PLC topics to be monitored.

**Person Responsible**

Tricia Allen

**Schedule**

Monthly, from 10/9/2017 to 6/1/2018

***Evidence of Completion***

Monthly attendance reports.

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Comparison of attendance rates from 2017-18 to 2016-17.

**Person Responsible**

Tricia Allen

**Schedule**

Monthly, from 10/9/2017 to 5/31/2018

***Evidence of Completion***

Spreadsheet of comparisons.

**G5.B1.S2** Create an action plan for middle and high school attendance, possibly include an incentive plan. 4

 S270360

### **Strategy Rationale**

Middle school and high school reasons for absence may be different. FOr example, college visits for high school students.

### **Action Step 1** 5

The high school and middle school APs will work with the Guidance Counselors at their levels to create an action plan related to improved attendance.

#### **Person Responsible**

Tara Spielman

#### **Schedule**

Quarterly, from 11/1/2017 to 6/1/2018

#### **Evidence of Completion**

A written plan for each level.

### **Plan to Monitor Fidelity of Implementation of G5.B1.S2** 6

AP will collect evidence of attendance and plan implementation and report on it monthly in the AP PLC.

#### **Person Responsible**

Tara Spielman

#### **Schedule**

Monthly, from 11/1/2017 to 6/1/2018

#### **Evidence of Completion**

The quarterly attendance report.

**Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7**

AP will monitor attendance rate.

**Person Responsible**

Tara Spielman

**Schedule**

Monthly, from 11/1/2017 to 6/1/2018

**Evidence of Completion**

Monthly attendance report and annual report with final attendance data.

**G6.** Increase the number of students overall making a learning gain in ELA. 4th 86-89% 5th 81-84% 6th 76-79% 7th 83-86% 8th 76-79% 9th 77-80% 10 77-80% 1

G092887

**G6.B1** Teachers may not be aware of the students they had last year who made no gains, nor are they all aware of the students they have this year who are in this group, in order to provide extra intervention and scaffolding. 2

B253041

**G6.B1.S1** Sort data and list each teacher by content area for the students with no LG. Include last year's ELA teacher and this year's ELA teacher. 4

S267063

**Strategy Rationale**

Teachers will be able to use PLC time to discuss what may have contributed to those who did not make gains and to discuss current strategies for increasing this percentage.

**Action Step 1 5**

Sort the data by no learning gain and list teachers for ELA 16/17 and 17/18.

**Person Responsible**

Tricia Allen

**Schedule**

**Evidence of Completion**

Lists will be sent to teachers by October 22, 2017.

**Plan to Monitor Fidelity of Implementation of G6.B1.S1** 6

APs will review PLC notes and attend grade level meetings to remind teachers to be reviewing this data and monitoring their interventions on the No LG group from 2016-17.

**Person Responsible**

Alison Rini

**Schedule**

Monthly, from 10/9/2017 to 5/31/2018

***Evidence of Completion***

PLC Logs detailing plans for raising the percentage of LGs across grade level.

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1** 7

APs will monitor data available via iReady, and other formative sources and use mid year conversations to discuss the issue and keep the focus on Learning Gains throughout the year.

**Person Responsible**

Alison Rini

**Schedule**

Monthly, from 10/9/2017 to 5/31/2018

***Evidence of Completion***

PLC logs and formative data.

**G6.B1.S2** Monitor teacher use of learning gain reports to impact instruction through PLC notes and mid year conferences. 4

 S270410

### **Strategy Rationale**

Continuous emphasis to focus on learning gains will result in every staff member working toward a shared goal.

### **Action Step 1** 5

All APs and Principal will monitor their PLC minutes and conduct mid year conversations with teachers to discuss how they are creating interventions for students in their current classes who have not made learning gains.

#### **Person Responsible**

Tara Spielman

#### **Schedule**

Triannually, from 11/1/2017 to 6/1/2018

#### **Evidence of Completion**

Mid year conference forms and student data results.

### **Plan to Monitor Fidelity of Implementation of G6.B1.S2** 6

All APs will ask for student progress monitoring data on the students in the No Learning Gain 6/17 group at the mid year and final conferences.

#### **Person Responsible**

Tricia Allen

#### **Schedule**

Triannually, from 11/1/2017 to 6/1/2018

#### **Evidence of Completion**

Student data on iReady, USA Test Prep, Khan Academy, and classroom formative assessments.

**Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7**

APs will monitor growth in data provided by teachers.

**Person Responsible**

Tricia Allen

**Schedule**

Triannually, from 11/1/2017 to 6/1/2018

**Evidence of Completion**

iReady, Khan Academy, USA Test Prep, and classroom data.

**G6.B2 Teachers need more training in strategies to produce learning gains with top performing students.**

2

 B255847

**G6.B2.S1 Visible Learning training, focused on the 3 stages of learning: surface, deep and transfer, and the highest effect strategies aligned to each stage. 4**

 S270409

**Strategy Rationale**

By aligning the training to stages in learning, it is hoped to create learning experiences that have the highest learning value for the students.

**Action Step 1 5**

Training on VL will be offered to all Team and Grade level leaders. Additional training for all staff will occur through our Curriculum Cafe.

**Person Responsible**

Tricia Allen

**Schedule**

Monthly, from 10/30/2017 to 6/1/2018

**Evidence of Completion**

VL training agendas and powerpoints, and any classroom implementation photos derived from walk-throughs.

**Plan to Monitor Fidelity of Implementation of G6.B2.S1** 6

Joint walk-throughs will be conducted by administration and feedback provided to teachers on a regular basis.

**Person Responsible**

Stephen Covert

**Schedule**

Weekly, from 10/9/2017 to 6/1/2018

***Evidence of Completion***

Ongoing review forms and joint walk-through notes

**Plan to Monitor Effectiveness of Implementation of G6.B2.S1** 7

Classroom Walk-throughs

**Person Responsible**

Stephen Covert

**Schedule**

Weekly, from 10/9/2017 to 6/1/2018

***Evidence of Completion***

Students should be able to discuss their learning intentions and the progressions, as well as their benchmark data and detail their progress.

**G7.** Increase the number of students overall making a learning gain in Math. 4th- 83-86% 5th- 84-87% 6th- 77-80% 7th- 94-97% 8th- 76-79% 9th- 77-80% 10th- 77-80% **1**

 G092888

**G7.B1** Teachers may not be aware of the students they had last year who made no gains, nor are they all aware of the students they have this year who are in this group, in order to provide extra intervention and scaffolding. **2**

 B253180

**G7.B1.S1** Sort data and list each teacher by content area for the students with no LG. Include last year's Math teacher and this year's Math teacher. **4**

 S267258

### **Strategy Rationale**

Teachers will be able to use PLC time to discuss what may have contributed to those who did not make gains and to discuss current strategies for increasing this percentage.

### **Action Step 1 **5****

Create a learning gain report and go over it with teams and grade levels.

#### **Person Responsible**

Tricia Allen

#### **Schedule**

#### ***Evidence of Completion***

### **Plan to Monitor Fidelity of Implementation of G7.B1.S1 **6****

APs will review PLC notes and attend grade level meetings to remind teachers to be reviewing this data and monitoring their interventions on the No LG group from 2016-17.

#### **Person Responsible**

Alison Rini

#### **Schedule**

Monthly, from 10/9/2017 to 6/1/2018

#### ***Evidence of Completion***

PLC Logs detailing plans for raising the percentage of LGs across the board.

**Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7**

APs will monitor data available via iReady, and other formative sources and use mid year conversations to discuss the issue and keep the focus on Learning Gains throughout the year.

**Person Responsible**

Alison Rini

**Schedule**

Monthly, from 10/9/2017 to 6/1/2018

**Evidence of Completion**

PLC Logs and formative data.

**G7.B1.S2** Monitor teacher use of learning gain reports to impact instruction through PLC notes and mid year conferences. 4

 S270361

**Strategy Rationale**

Continuous emphasis to focus on learning gains will result in every staff member working toward a shared goal.

**Action Step 1 5**

All APs and Principal will monitor their PLC minutes and conduct mid year conversations with teachers to discuss how they are creating interventions for students in their current classes who have not made learning gains.

**Person Responsible**

Tara Spielman

**Schedule**

Triannually, from 11/1/2017 to 6/1/2018

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G7.B1.S2 6**

All APs will ask for student progress monitoring data on the students in the no Learning Gain 16/17 group at the mid year and final conferences.

**Person Responsible**

Tricia Allen

**Schedule**

Triannually, from 11/1/2017 to 6/1/2018

***Evidence of Completion***

Student data on iReady, USA Test Prep, Khan Academy and classroom formative assessments.

**Plan to Monitor Effectiveness of Implementation of G7.B1.S2 7**

APs will monitor student growth in data provided by teachers.

**Person Responsible**

Tricia Allen

**Schedule**

Triannually, from 11/1/2017 to 6/1/2018

***Evidence of Completion***

iReady, Khan Academy, USA Test Prep, and classroom data.

**G7.B2** Teachers need more training in strategies to produce learning gains with top performing students.

2

B255814

**G7.B2.S1** Visible Learning training, focused on the 3 stages of learning: surface, deep and transfer, and the highest effect strategies aligning to each stage. 4

S270370

### Strategy Rationale

By aligning the training to stages in learning, it is hoped to create learning experiences that have the highest learning value for the students.

### Action Step 1 5

Training on VL will be offered to all Team and Grade level leaders. Additional training for all staff will occur through our Curriculum Cafe.

#### Person Responsible

Tricia Allen

#### Schedule

Monthly, from 10/30/2017 to 6/1/2018

#### Evidence of Completion

### Plan to Monitor Fidelity of Implementation of G7.B2.S1 6

Joint walk-throughs will be conducted by administration and feedback provided to teachers on a regular basis.

#### Person Responsible

Stephen Covert

#### Schedule

Weekly, from 10/9/2017 to 6/1/2018

#### Evidence of Completion

Ongoing review forms notes and Joint Walk-through notes.

**Plan to Monitor Effectiveness of Implementation of G7.B2.S1 7**

Classroom walk-throughs

**Person Responsible**

Stephen Covert

**Schedule**

Weekly, from 10/30/2017 to 6/1/2018

**Evidence of Completion**

Debriefing on walk-throughs will take place and individual administrators will conduct follow-up conversations with their assigned teachers.

**G8. Increase the number of lower quartile students making a learning gain in ELA from 79% to 83%. 1**

G092889

**G8.B1** Teachers may not be aware of the students they had last year who were in the lowest quartile, nor are they all aware of the students they have this year who are in this group, in order to provide extra intervention and scaffolding. 2

B253182

**G8.B1.S1** Create report to show students in lowest quartile and communicate information to teachers.

4

S267259

**Strategy Rationale**

Teachers will use this data to direct their professional learning.

**Action Step 1 5**

Create a lowest quartile report and go over it with teams and grade levels.

**Person Responsible**

Tricia Allen

**Schedule**

**Evidence of Completion**

LQ report

**Plan to Monitor Fidelity of Implementation of G8.B1.S1** 6

APs will review grade and attendance data on LQ students and discuss with grade level and team leaders.

**Person Responsible**

Tricia Allen

**Schedule**

Monthly, from 10/9/2017 to 6/1/2018

***Evidence of Completion***

PLC Logs and formative assessment data

**Plan to Monitor Effectiveness of Implementation of G8.B1.S1** 7

APs will review common formative assessment data with teachers.

**Person Responsible**

Tricia Allen

**Schedule**

Monthly, from 10/9/2017 to 6/1/2018

***Evidence of Completion***

PLC Logs and formative assessment data.

**G8.B2** Teachers need more training in strategies to produce learning gains in lowest quartile students, even when they are top performing students. 2

B253183

**G8.B2.S1** Visible Learning training, focused on the 3 stages of learning: surface, deep and transfer, and the highest effect strategies aligning to each stage. 4

S267262

### Strategy Rationale

By aligning the training to stages in learning, it is hoped to create learning experiences that have the highest learning value for the students.

### Action Step 1 5

Training on VL will be offered to all Team and Grade Level Leaders. Additional training will occur through Snacks and Strats for all teachers.

#### Person Responsible

Tricia Allen

#### Schedule

Monthly, from 10/30/2017 to 6/1/2018

#### Evidence of Completion

### Plan to Monitor Fidelity of Implementation of G8.B2.S1 6

Joint walk-throughs will be conducted by administration and feedback provided to teachers on a regular basis.

#### Person Responsible

Stephen Covert

#### Schedule

Weekly, from 10/9/2017 to 6/1/2018

#### Evidence of Completion

Ongoing review form notes and Joint Walk Through notes.

**Plan to Monitor Effectiveness of Implementation of G8.B2.S1 7**

Classroom walk-throughs

**Person Responsible**

Stephen Covert

**Schedule**

Weekly, from 10/30/2017 to 6/1/2018

**Evidence of Completion**

Debriefing on walk-throughs will take place and individual administrators will conduct follow up conversations with their assigned teachers.

**G9. Increase the number of lower quartile students making a learning gain in Math, from 85% to 89%. 1**

G092890

**G9.B1** Teachers may not be aware of the students they had last year who were in the lowest quartile, nor are they all aware of the students they have this year who are in this group, in order to provide extra intervention and scaffolding. 2

B253186

**G9.B1.S1** Create report to show students in lowest quartile and communicate information to teachers.

4

S267263

**Strategy Rationale**

Teachers use this data to direct their PLC work.

**Action Step 1 5**

Create a lowest quartile report and go over it with teams and grade levels.

**Person Responsible**

Tricia Allen

**Schedule**

**Evidence of Completion**

LQ report

**Plan to Monitor Fidelity of Implementation of G9.B1.S1** 6

APs will review grade and attendance data on LQ students and discuss with grade level and team leaders.

**Person Responsible**

Tricia Allen

**Schedule**

Monthly, from 10/16/2017 to 6/1/2018

***Evidence of Completion***

A method for capturing the progress monitoring will be devised.

**Plan to Monitor Effectiveness of Implementation of G9.B1.S1** 7

APs will review common formative assessment data with teachers.

**Person Responsible**

Tricia Allen

**Schedule**

Monthly, from 10/9/2017 to 6/1/2018

***Evidence of Completion***

PLC logs and formative assessment data

**G9.B2** Teachers need training on which strategies are most effective for high performing students in order to help all students make again. 2

B253187

**G9.B2.S1** Participate in Design to Align training and follow up walk-throughs. 4

S267265

### Strategy Rationale

Design to Align will increase classroom discourse, as well as reinforce the concept of multiple paths to a solution (critical thinking).

### Action Step 1 5

Attend training and conduct follow up walk-throughs, before debriefing on teaching

#### Person Responsible

Tara Spielman

#### Schedule

Monthly, from 10/16/2017 to 6/1/2018

#### Evidence of Completion

### Plan to Monitor Fidelity of Implementation of G9.B2.S1 6

Joint walk-throughs, followed by debriefs and teacher contact will assist in monitoring continued progress toward this goal.

#### Person Responsible

Tara Spielman

#### Schedule

Monthly, from 10/16/2017 to 6/1/2018

#### Evidence of Completion

Ongoing review form notes and joint walk through notes.

**Plan to Monitor Effectiveness of Implementation of G9.B2.S1 7**

Review common assessment results and benchmark data.

**Person Responsible**

Tara Spielman

**Schedule**

Quarterly, from 10/30/2017 to 6/1/2018

**Evidence of Completion**

Assessment results and benchmark data.

**G10.** Increase the number of AP courses with 50% or more earning a level 4 or 5 from 58% to 62%. Currently, 82% score Level 3-5. 1

G092891

**G10.B1** Performing above state, national and global levels makes it difficult to continually move to the next level. People sometimes do not see the value of attempting to achieve even more, with such a high passage rate. 2

B253188

**G10.B1.S1** Focus on compiling a set of data that compares our performance with ourselves and create growth goals. 4

S267267

**Strategy Rationale**

Looking at students performing at Level 4 and 5 gives a concrete target.

**Action Step 1 5**

Create new data report with only 4s and 5s on each subject area, as well as a 5 year trend data.

**Person Responsible**

Tricia Allen

**Schedule**

Quarterly, from 10/16/2017 to 6/1/2018

**Evidence of Completion**

AP Central data warehouse.

**Plan to Monitor Fidelity of Implementation of G10.B1.S1** 6

Mid year discussions with teachers and with Departments regarding this goal.

**Person Responsible**

Tricia Allen

**Schedule**

Quarterly, from 10/30/2017 to 6/1/2018

***Evidence of Completion***

PLC Logs and AP Scores.

**Plan to Monitor Effectiveness of Implementation of G10.B1.S1** 7

AP teachers review AP common formative assessments.

**Person Responsible**

Tricia Allen

**Schedule**

Monthly, from 10/30/2017 to 6/1/2018

***Evidence of Completion***

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G7.B1.S1.A1  A355315	Create a learning gain report and go over it with teams and grade levels.	Allen, Tricia	10/9/2017		No End Date one-time
G2.B1.S2.A1  A362028	Meet with SAC to discuss and vote on possible community projects to be sponsored by PV.		10/9/2017	SAC Minutes	No End Date one-time
G9.B1.S1.A1  A355320	Create a lowest quartile report and go over it with teams and grade levels.	Allen, Tricia	10/9/2017	LQ report	No End Date one-time
G6.B1.S1.A1  A354972	Sort the data by no learning gain and list teachers for ELA 16/17 and 17/18.	Allen, Tricia	10/9/2017	Lists will be sent to teachers by October 22, 2017.	No End Date one-time
G8.B1.S1.A1  A355316	Create a lowest quartile report and go over it with teams and grade levels.	Allen, Tricia	10/9/2017	LQ report	No End Date one-time
G2.MA1  M368301	Feedback from students and teachers	Fair, Sue	8/22/2016	Increased of positive results from student climate survey, a formalized plan for addressing the needs and the final climate survey.	6/1/2017 one-time
G4.MA1  M368307	Run final report of highly rigorous course completers.	Covert, Stephen	5/31/2017	Spreadsheet of final list of students completing highly rigorous coursework.	6/1/2017 one-time
G2.B1.S3.A1  A354934	Review Climate Survey results and develop a plan.	Fair, Sue	10/6/2017	The written plan taking all stakeholder input	12/22/2017 monthly
G1.B1.S2.MA1  M386414	Monthly PLC minutes will update on progress of Formative assessment mastery and teachers will bring...	Fair, Sue	11/1/2017	PLC minutes and progress monitoring results.	5/31/2018 monthly
G1.B1.S2.MA1  M386413	Monthly PLC minutes will update on progress of Formative assessment mastery and teachers will bring...	Fair, Sue	11/1/2017	PLC minutes and progress monitoring results.	5/31/2018 monthly
G2.B1.S1.MA1  M368299	Attend celebrations and events in order to support.	Covert, Stephen	8/21/2017	Student and parent climate surveys results.	5/31/2018 monthly
G2.B1.S1.MA1  M368300	Monitor monthly developments	Spielman, Tara	10/6/2017	Calendar record of diverse events sponsored at PV.	5/31/2018 monthly
G2.B1.S1.A1  A346609	Meet with all grade level leaders to discuss upcoming opportunities to celebrate diversity	Spielman, Tara	10/6/2017	Meeting agenda and minutes	5/31/2018 monthly
G1.B1.S2.A1  A361794	Teachers will create common formative assessments focused on the lowest reporting categories.	Chaillou , Stacey	11/1/2017	Formative assessment results.	5/31/2018 monthly
G3.B1.S1.MA1  M368303	Monitor teacher participation in the VL S&S series. One on one conversations with those who are not...	Allen, Tricia	10/6/2017	Use of Learning Intentions, Success Criteria and Learning Progressions visible during class visits.	5/31/2018 monthly
G3.B1.S2.MA1  M386417	Plan walk joint walk-throughs each Monday morning to cover 2-12 classrooms and determine focus of...	Covert, Stephen	11/1/2017	Joint walk-through forms and noted trends. For example: 4 out of 5 classes had a leaning intention posted.	5/31/2018 weekly
G5.B1.S1.MA1  M378860	Comparison of attendance rates from 2017-18 to 2016-17.	Allen, Tricia	10/9/2017	Spreadsheet of comparisons.	5/31/2018 monthly
G3.B1.S2.A1  A361796	Invite all staff to do walk-throughs the first week of each month and list the area of focus.	Allen, Tricia	11/1/2017	Peer to peer walk through lists and joint walk-through feedback forms.	5/31/2018 monthly
G5.B1.S1.A1  A346612	Monitor attendance monthly in AP PLCs	Fair, Sue	10/9/2017	Increased attendance rate.	5/31/2018 monthly
G1.B1.S1.MA1  M378776	AP will review results of formative assessments.	Allen, Tricia	8/21/2017	Formative assessment data focused on Biology assessment components,	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				specifically the reporting category of focus.	
G1.B1.S1.MA1 M378775	APs will monitor through mid year conversations regarding data and classroom observations.	Allen, Tricia	8/21/2017	Formative assessments will be designed and implemented, the results of which will be the subject of PLC collaborative discussions.	5/31/2018 biweekly
G1.B1.S1.A1 A354896	Present science equipment needs to Pine View Association, requesting a grant. Base need for grant...	Johnson, Tonya	8/21/2017	Biology EOC scores, as compared to the state and district, as well as category reporting scores showing improvement in the selected category of focus.	5/31/2018 semiannually
G4.B1.S1.MA1 M378855	Meet with Guidance personnel monthly to determine progress and steps needed.	Allen, Tricia	10/9/2017	Spreadsheets of students completing the graduation requirement.	5/31/2018 monthly
G2.B1.S2.MA1 M386840	SAC Chair will work with SAC to organize the event.	McLaughlin, Carole	10/16/2017	Event invitation, pictures and press coverage	5/31/2018 monthly
G4.B1.S1.A1 A354951	Monitor compliance with rigorous coursework expectation.	Allen, Tricia	10/6/2017	Completion of rigorous coursework or certifications.	5/31/2018 monthly
G6.B1.S1.MA1 M378869	APs will monitor data available via iReady, and other formative sources and use mid year...	Rini, Alison	10/9/2017	PLC logs and formative data.	5/31/2018 monthly
G6.B1.S1.MA1 M378868	APs will review PLC notes and attend grade level meetings to remind teachers to be reviewing this...	Rini, Alison	10/9/2017	PLC Logs detailing plans for raising the percentage of LGs across grade level.	5/31/2018 monthly
G3.B1.S2.A2 A361797	Invite all staff to do walk-throughs the first week of each month and list the area of focus.	Allen, Tricia	11/1/2017	Peer to peer walk through lists and joint walk-through feedback forms.	5/31/2018 monthly
G2.B1.S2.MA1 M386842	Attend the event to support the school, SAC and the community group chosen.	Covert, Stephen	No Start Date	Invitation, pictures, press coverage.	5/31/2018 one-time
G3.MA1 M368304	Walk through data	Allen, Tricia	11/1/2017	Increased ration of students able to explain their learning, the relevance of their learning and what their next steps forward are.	5/31/2018 weekly
G3.B1.S1.A1 A346610	Training in Visible Learning	Allen, Tricia	10/6/2017	Mid year conversations with teachers discussing specific implementation results of VL concepts will be documented.	5/31/2018 monthly
G1.MA1 M378777	Formative assessment results will be examined.	Allen, Tricia	8/21/2017	Formative assessment results and PLC logs.	5/31/2018 monthly
G8.B1.S1.MA1 M379255	APs will review grade and attendance data on LQ students and discuss with grade level and team...	Allen, Tricia	10/9/2017	PLC Logs and formative assessment data	6/1/2018 monthly
G8.B1.S1.MA1 M379256	APs will review common formative assessment data with teachers.	Allen, Tricia	10/9/2017	PLC Logs and formative assessment data.	6/1/2018 monthly
G8.B2.S1.MA1 M379258	Classroom walk-throughs	Covert, Stephen	10/30/2017	Debriefing on walk-throughs will take place and individual administrators will conduct follow up conversations with their assigned teachers.	6/1/2018 weekly
G8.B2.S1.MA1 M379257	Joint walk-throughs will be conducted by administration and feedback provided to teachers on a...	Covert, Stephen	10/9/2017	Ongoing review form notes and Joint Walk Through notes.	6/1/2018 weekly
G8.B2.S1.A1 A355317	Training on VL will be offered to all Team and Grade Level Leaders. Additional training will occur...	Allen, Tricia	10/30/2017		6/1/2018 monthly
G9.B1.S1.MA1 M379750	APs will review common formative assessment data with teachers.	Allen, Tricia	10/9/2017	PLC logs and formative assessment data	6/1/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G9.B1.S1.MA1 M379749	APs will review grade and attendance data on LQ students and discuss with grade level and team...	Allen, Tricia	10/16/2017	A method for capturing the progress monitoring will be devised.	6/1/2018 monthly
G7.B1.S1.MA1 M379249	APs will review PLC notes and attend grade level meetings to remind teachers to be reviewing this...	Rini, Alison	10/9/2017	PLC Logs detailing plans for raising the percentage of LGs across the board.	6/1/2018 monthly
G9.B2.S1.MA1 M379264	Review common assessment results and benchmark data.	Spielman, Tara	10/30/2017	Assessment results and benchmark data.	6/1/2018 quarterly
G9.B2.S1.MA1 M379263	Joint walk-throughs, followed by debriefs and teacher contact will assist in monitoring continued...	Spielman, Tara	10/16/2017	Ongoing review form notes and joint walk through notes.	6/1/2018 monthly
G9.B2.S1.A1 A355329	Attend training and conduct follow up walk-throughs, before debriefing on teaching	Spielman, Tara	10/16/2017		6/1/2018 monthly
G10.B1.S1.MA1 M379271	AP teachers review AP common formative assessments.	Allen, Tricia	10/30/2017		6/1/2018 monthly
G10.B1.S1.MA1 M379270	Mid year discussions with teachers and with Departments regarding this goal.	Allen, Tricia	10/30/2017	PLC Logs and AP Scores.	6/1/2018 quarterly
G10.B1.S1.A1 A355331	Create new data report with only 4s and 5s on each subject area, as well as a 5 year trend data.	Allen, Tricia	10/16/2017	AP Central data warehouse.	6/1/2018 quarterly
G7.B2.S1.MA1 M386575	Classroom walk-throughs	Covert, Stephen	10/30/2017	Debriefing on walk-throughs will take place and individual administrators will conduct follow-up conversations with their assigned teachers.	6/1/2018 weekly
G7.B2.S1.MA1 M386574	Joint walk-throughs will be conducted by administration and feedback provided to teachers on a...	Covert, Stephen	10/9/2017	Ongoing review forms notes and Joint Walk-through notes.	6/1/2018 weekly
G7.B2.S1.A1 A361918	Training on VL will be offered to all Team and Grade level leaders. Additional training for all...	Allen, Tricia	10/30/2017		6/1/2018 monthly
G6.B2.S1.MA1 M386834	Classroom Walk-throughs	Covert, Stephen	10/9/2017	Students should be able to discuss their learning intentions and the progressions, as well as their benchmark data and detail their progress.	6/1/2018 weekly
G6.B2.S1.MA1 M386833	Joint walk-throughs will be conducted by administration and feedback provided to teachers on a...	Covert, Stephen	10/9/2017	Ongoing review forms and joint walk-through notes	6/1/2018 weekly
G6.B2.S1.A1 A362024	Training on VL will be offered to all Team and Grade level leaders. Additional training for all...	Allen, Tricia	10/30/2017	VL training agendas and powerpoints, and any classroom implementation photos derived from walk-throughs.	6/1/2018 monthly
G7.B1.S1.MA1 M379250	APs will monitor data available via iReady, and other formative sources and use mid year...	Rini, Alison	10/9/2017	PLC Logs and formative data.	6/1/2018 monthly
G4.B1.S1.MA1 M378852	Run reports and discuss options and progress with students.	Halcomb, Lynn	10/9/2017	Report of students completing rigorous coursework.	6/1/2018 quarterly
G5.B1.S1.MA1 M378857	Add topic to monthly AP PLC topics to be monitored.	Allen, Tricia	10/9/2017	Monthly attendance reports.	6/1/2018 monthly
G3.B1.S1.MA1 M368302	Classroom Observations by administrators	Covert, Stephen	8/21/2017	Data observed during classroom observations of Learning Intentions, Success Criteria and Learning Progressions.	6/1/2018 weekly
G10.MA1 M368339	Classroom formative and summative assessment data.	Wiley, Lori	10/23/2017	AP exam scores	6/1/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G9.MA1 M368336	Benchmark assessments, EOC and FSA data, I-Ready, classroom formative and summative assessment data	Wiley, Lori	10/9/2017	Performance on teacher made common assessments, Benchmark Assessments & EOC	6/1/2018 weekly
G8.MA1 M368333	Benchmark assessments, EOC and FSA data, I-Ready, classroom formative and summative assessment data	Wiley, Lori	10/9/2017	Increased scores on FSA Reading	6/1/2018 monthly
G3.B1.S2.MA1 M386418	Use trends and walk-through data collected to determine if goals are being met.	Covert, Stephen	10/2/2017	Joint walk-through forms and notes on trends. Mid year and final conference forms with teachers.	6/1/2018 monthly
G7.MA1 M368326	Data reports including state, district and teacher-created common assessments, chapter tests,...	Rini, Alison	10/9/2017	Increased learning gain in math by grade level.	6/1/2018 monthly
G6.MA1 M368319	APs will collect formative data, PLC Logs and mid year conference forms to monitor the progress...	Rini, Alison	10/9/2017	Formative data results.	6/1/2018 monthly
G5.MA1 M378863	Quarterly district provided reports on attendance averages.	Covert, Stephen	10/9/2017	Quarterly reports showing reduced unexcused absences.	6/1/2018 quarterly
G5.B1.S2.MA1 M386563	AP will monitor attendance rate.	Spielman, Tara	11/1/2017	Monthly attendance report and annual report with final attendance data.	6/1/2018 monthly
G5.B1.S2.MA1 M386562	AP will collect evidence of attendance and plan implementation and report on it monthly in the AP...	Spielman, Tara	11/1/2017	The quarterly attendance report.	6/1/2018 monthly
G5.B1.S2.A1 A361910	The high school and middle school APs will work with the Guidance Counselors at their levels to...	Spielman, Tara	11/1/2017	A written plan for each level.	6/1/2018 quarterly
G7.B1.S2.MA1 M386566	APs will monitor student growth in data provided by teachers.	Allen, Tricia	11/1/2017	iReady, Khan Academy, USA Test Prep, and classroom data.	6/1/2018 triannually
G7.B1.S2.MA1 M386564	All APs will ask for student progress monitoring data on the students in the no Learning Gain 16/17...	Allen, Tricia	11/1/2017	Student data on iReady, USA Test Prep, Khan Academy and classroom formative assessments.	6/1/2018 triannually
G7.B1.S2.A1 A361911	All APs and Principal will monitor their PLC minutes and conduct mid year conversations with...	Spielman, Tara	11/1/2017		6/1/2018 triannually
G6.B1.S2.MA1 M386836	APs will monitor growth in data provided by teachers.	Allen, Tricia	11/1/2017	iReady, Khan Academy, USA Test Prep, and classroom data.	6/1/2018 triannually
G6.B1.S2.MA1 M386835	All APs will ask for student progress monitoring data on the students in the No Learning Gain 6/17...	Allen, Tricia	11/1/2017	Student data on iReady, USA Test Prep, Khan Academy, and classroom formative assessments.	6/1/2018 triannually
G6.B1.S2.A1 A362025	All APs and Principal will monitor their PLC minutes and conduct mid year conversations with...	Spielman, Tara	11/1/2017	Mid year conference forms and student data results.	6/1/2018 triannually
G2.B1.S3.MA1 M378821	Post survey of staff regarding feedback received by administration and climate.	Allen, Tricia	10/6/2017	Post survey results.	6/1/2018 one-time
G2.B1.S3.MA1 M378820	Check progress at one AP PLC per month.	Allen, Tricia	10/6/2017	Written plan, with action steps and deadlines will be consulted and monitored monthly.	6/1/2018 monthly
G1.B1.S2.MA1 M386415	Review of FSA results	Fair, Sue	6/1/2018	FSA results will be compared to 16-17 results.	6/1/2018 one-time

## V. Professional Development Opportunities

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

**G3.** Study Visible Learning research in multiple grade and content area groups, reviewing the research and high effect size strategies appropriate at each stage of learning, and begin to implement the strategies in class and measure the impact in our PLCs.

**G3.B1** Teacher proficiency and comfort level with incorporating strategies; willingness to participate in school book studies.

**G3.B1.S1** Continuous training across grade levels and content areas through Curriculum Cafe model monthly. Also provide individual access to Corwin Modules for VL online, in addition to our book studies for leaders and the math department.

### **PD Opportunity 1**

Training in Visible Learning

#### **Facilitator**

Tricia Allen

#### **Participants**

Teachers Grades 2-12

#### **Schedule**

Monthly, from 10/6/2017 to 5/31/2018

**G6.** Increase the number of students overall making a learning gain in ELA. 4th 86-89% 5th 81-84% 6th 76-79% 7th 83-86% 8th 76-79% 9th 77-80% 10 77-80%

**G6.B2** Teachers need more training in strategies to produce learning gains with top performing students.

**G6.B2.S1** Visible Learning training, focused on the 3 stages of learning: surface, deep and transfer, and the highest effect strategies aligned to each stage.

### **PD Opportunity 1**

Training on VL will be offered to all Team and Grade level leaders. Additional training for all staff will occur through our Curriculum Cafe.

#### **Facilitator**

Tricia Allen

#### **Participants**

PV Faculty

#### **Schedule**

Monthly, from 10/30/2017 to 6/1/2018

**G7.** Increase the number of students overall making a learning gain in Math. 4th- 83-86% 5th- 84-87% 6th- 77-80% 7th- 94-97% 8th- 76-79% 9th- 77-80% 10th- 77-80%

**G7.B1** Teachers may not be aware of the students they had last year who made no gains, nor are they all aware of the students they have this year who are in this group, in order to provide extra intervention and scaffolding.

**G7.B1.S2** Monitor teacher use of learning gain reports to impact instruction through PLC notes and mid year conferences.

### **PD Opportunity 1**

All APs and Principal will monitor their PLC minutes and conduct mid year conversations with teachers to discuss how they are creating interventions for students in their current classes who have not made learning gains.

#### **Facilitator**

Tricia Allen

#### **Participants**

PV Faculty 2-12

#### **Schedule**

Triannually, from 11/1/2017 to 6/1/2018

**G7.B2** Teachers need more training in strategies to produce learning gains wiht top performing students.

**G7.B2.S1** Visible Learning training, focused on the 3 stages of learning: surface, deep and transfer, and the highest effect strategies aligning to each stage.

**PD Opportunity 1**

Training on VL will be offered to all Team and Grade level leaders. Additional training for all staff will occur through our Curriculum Cafe.

**Facilitator**

Tricia Allen

**Participants**

PV Faculty

**Schedule**

Monthly, from 10/30/2017 to 6/1/2018

**G8.** Increase the number of lower quartile students making a learning gain in ELA from 79% to 83%.

**G8.B2** Teachers need more training in strategies to produce learning gains in lowest quartile students, even when they are top performing students.

**G8.B2.S1** Visible Learning training, focused on the 3 stages of learning: surface, deep and transfer, and the highest effect strategies aligning to each stage.

**PD Opportunity 1**

Training on VL will be offered to all Team and Grade Level Leaders. Additional training will occur through Snacks and Strats for all teachers.

**Facilitator**

Tricia Allen

**Participants**

Team Leaders and Grade Level Leaders, as well as others who volunteer to attend Snacks and Strats.

**Schedule**

Monthly, from 10/30/2017 to 6/1/2018

**G9.** Increase the number of lower quartile students making a learning gain in Math, from 85% to 89%.

**G9.B2** Teachers need training on which strategies are most effective for high performing students in order to help all students make again.

**G9.B2.S1** Participate in Design to Align training and follow up walk-throughs.

**PD Opportunity 1**

Attend training and conduct follow up walk-throughs, before debriefing on teaching

**Facilitator**

Shannon Fleming and Virginia McClain

**Participants**

All district Algebra teachers

**Schedule**

Monthly, from 10/16/2017 to 6/1/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Present science equipment needs to Pine View Association, requesting a grant. Base need for grant on scores, and specifically show radical growth in Biology scores in the last 3 years.				\$0.00
2	G1.B1.S2.A1	Teachers will create common formative assessments focused on the lowest reporting categories.				\$0.00
3	G10.B1.S1.A1	Create new data report with only 4s and 5s on each subject area, as well as a 5 year trend data.				\$0.00
4	G2.B1.S1.A1	Meet with all grade level leaders to discuss upcoming opportunities to celebrate diversity				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0021 - Pine View School			\$0.00
			0021 - Pine View School			\$0.00
5	G2.B1.S2.A1	Meet with SAC to discuss and vote on possible community projects to be sponsored by PV.				\$0.00
6	G2.B1.S3.A1	Review Climate Survey results and develop a plan.				\$0.00
7	G3.B1.S1.A1	Training in Visible Learning				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0021 - Pine View School			\$2,500.00
8	G3.B1.S2.A1	Invite all staff to do walk-throughs the first week of each month and list the area of focus.				\$0.00
9	G3.B1.S2.A2	Invite all staff to do walk-throughs the first week of each month and list the area of focus.				\$0.00
10	G4.B1.S1.A1	Monitor compliance with rigorous coursework expectation.				\$0.00
11	G5.B1.S1.A1	Monitor attendance monthly in AP PLCs				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0021 - Pine View School	General Fund		\$1,000.00
12	G5.B1.S2.A1	The high school and middle school APs will work with the Guidance Counselors at their levels to create an action plan related to improved attendance.				\$0.00
13	G6.B1.S1.A1	Sort the data by no learning gain and list teachers for ELA 16/17 and 17/18.				\$0.00
14	G6.B1.S2.A1	All APs and Principal will monitor their PLC minutes and conduct mid year conversations with teachers to discuss how they are creating interventions for students in their current classes who have not made learning gains.				\$0.00

15	G6.B2.S1.A1	Training on VL will be offered to all Team and Grade level leaders. Additional training for all staff will occur through our Curriculum Cafe.	\$0.00
16	G7.B1.S1.A1	Create a learning gain report and go over it with teams and grade levels.	\$0.00
17	G7.B1.S2.A1	All APs and Principal will monitor their PLC minutes and conduct mid year conversations with teachers to discuss how they are creating interventions for students in their current classes who have not made learning gains.	\$0.00
18	G7.B2.S1.A1	Training on VL will be offered to all Team and Grade level leaders. Additional training for all staff will occur through our Curriculum Cafe.	\$0.00
19	G8.B1.S1.A1	Create a lowest quartile report and go over it with teams and grade levels.	\$0.00
20	G8.B2.S1.A1	Training on VL will be offered to all Team and Grade Level Leaders. Additional training will occur through Snacks and Strats for all teachers.	\$0.00
21	G9.B1.S1.A1	Create a lowest quartile report and go over it with teams and grade levels.	\$0.00
22	G9.B2.S1.A1	Attend training and conduct follow up walk-throughs, before debriefing on teaching	\$0.00
<b>Total:</b>			<b>\$3,500.00</b>