

Broward County Public Schools

Pinewood Elementary School



2016-17 Schoolwide Improvement Plan

Pinewood Elementary School

1600 SW 83RD AVE, North Lauderdale, FL 33068

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	D	

**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 Broward County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

2016-17 DA Category and Statuses for Pinewood Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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 Pinewood Elementary School is to strive to create a learning environment for all students that is conducive to developing a global community of individuals capable of obtaining success in the post secondary educational setting.

b. Provide the school's vision statement.

To teach and equip all students to navigate the path from pre-kindergarten through 5th grade in order to develop critical thinkers who are able to respectfully collaborate and communicate effectively using 21st century tools.

2. School Environment

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

The school learns about students' cultures and builds relationships between teachers and students through various modes such as student interest surveys and parent conferences. Traditions about different cultures are taught during the holidays and meetings with families of Limited English Proficiency take place. Our staff highlights various cultural events such as Hispanic Heritage Month, Black History Month, etc. Each year we celebrate diversity by hosting a multicultural luncheon and evening dessert event with parents and students.

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

Pinewood creates an environment where students feel safe and respected before, during and after school in many ways. One way is by providing anti-bully training for all students and staff. Through this training, students are made aware of the anti-bullying process, which includes the safe zone listeners, anonymous bully reporting box, online and telephone resources. Also, the guidance counselor is available on a daily basis for peer mediations and individual student concerns. In addition, to ensure a safe school environment, support staff have morning and afternoon posts. Lastly, school-wide rules and expectations are shared with students. Our SPBP focuses on lessons taught by teachers that focus on responsibility, taking ownership for one's actions, having an awesome attitude and being respectful. ROAR posters and banners are posted throughout the school. Teacher's classroom rules and procedures are posted and reviewed daily to enforce safety on the school campus.

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.

PAX Intervention will be continued in Kindergarten this school year and introduced to First Grade; PAX is the Good Behavior Game from John Hopkins University. The purpose of the game was created to change the way children's brains are developing. Teachers will be provided with a district training (with additional grade level trainings each year) in order to implement this program in their classrooms. In addition, CHAMPS will be utilized school-wide in the classrooms. Another behavior

program that will be continued and implemented school-wide is HERO. This is a web based behavior management program in which students gain or lose points for choices made throughout the day. It also captures and generates data on behavior that teachers can share with parents and administrators. Our SPBP is focusing on ROAR. Roar targets four specific behaviors, including Responsibility, Ownership, Awesome Attitude and Respect. The areas of the school being targeted for ROAR are the classroom, the cafeteria and hallways. ROAR and HERO work together toward school-wide incentives for points earned.

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.

The school ensures that the social-emotional needs of all students are being met. Students have access to self-referrals for counseling at any time. Additionally, teachers refer students who would benefit from counseling services provided by the school’s guidance counselor or listeners from the mental health association. Our school counselor was trained on SEL, Social-Emotional Learning. This program, along with lessons and activities will be introduced to our students and teachers this school year. Our Counselor, Assistant Principal and Leadership Team will be trained by Mental Health first aide USA.

3. Early Warning Systems

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

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

Attendance data is monitored through the BTIP process, students that have five or more unexcused absences are required to meet with an administrator to justify these absences. Attendance is also monitored through the CPST process. Our school Social Worker, along with the Assistant Principal, have developed an incentive for students called, Attendance Counts, All Day Everyday. Banners and pencils with this logo make students aware of the importance of attending school regularly. The Discipline Matrix allows us to sort by student and determine those who have an excessive number of out of school suspensions. The Data Dashboard allows us to monitor warning indicators including behavior concerns. BASIS is a program whereby we are able to sort students by level with regard to standardized assessments.

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	18	17	17	16	15	17	0	0	0	0	0	0	0	100
One or more suspensions	3	0	1	6	0	2	0	0	0	0	0	0	0	12
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	0	0	0	0	0	0	0	0	0	0	

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	1	3	16	19	0	0	0	0	0	0	0	0	39

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

For those students who display two or more of these warning indicators, recommendations are to first establish contact between teacher and parents and if necessary, social worker interventions may occur. These students may then be referred for Rti/MTSS. The team meets weekly to make decisions for the interventions in order to best meet the needs of the students.

B. Family and Community Engagement

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

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.

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/308891>.

2. Description

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

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.

Pinewood builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement through inviting local businesses and organizations to partner with the school. These businesses are invited to be a part of SAC meetings and the school events. Partnerships are sustained through the implementation of Family nights held on location at the sites of these businesses. By participating in these family nights, the school helps supports the business partners through patronage and in turn the business partners support the school with donations to help improve the school.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Daniel, Kicia	Principal
Milner, Darlene	Assistant Principal
Flournoy, LaToya	Instructional Coach
Spellman, Donna	School Counselor
Petrie-Waymyers, Nadine	Teacher, K-12
Odom, Germaine	Instructional Coach

b. Duties

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

The function and responsibility of each school-based team member as related to MTSS and the SIP are listed below.

The Principal and Assistant Principal are present to oversee the process and monitor the fidelity. The Guidance Counselor coordinates and facilitates meetings, tracks data, keeps schedules, communicates with parents, provides teachers with necessary materials (ex. Intervention documentation), records intervention plans, provides knowledge of behavioral intervention plans, provides knowledge of LEP students classification and learning strategies. The Instructional Coach is the content area representative that provides knowledge of expected performance, provides knowledge of research based interventions, and is the integral in creating plans. The ESE Specialist provides knowledge of exceptional student education, provides support and interventions for the plan. The ESE Support Facilitator provides support and is active in providing interventions for students. The School Psychologist and the School Social Worker are present at all meetings.

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 problem solving process for the implementation of MTSS and its alignment with the SIP first addresses the effectiveness of the curriculum with baseline data compared to ongoing assessments. When 75-80% of students are showing expected levels of progress, Tier 1 is evaluated as effective. Individual student needs are addressed when a gap is evident. The teacher meets with the MTSS leadership team to look at evidence of the student not meeting grade level standards. The team creates a Tier 2 targeted intervention plan, and provides support. Intervention plans may include teacher support, small group and individual targeted strategies. Progress is monitored and evaluated every two weeks. The data is used to determine if the plan is effective. The intervention evaluation dictates the need to increase intensity of the intervention to the next tier, to continue the intervention, or fade when progress is evidenced.

The Title I program supports our school's efforts in that all children meet challenging academic standards and have a fair, equitable, and significant opportunity to obtain a high-quality education. Title I funds are used to provide supplementary instruction to raise achievement of students who are failing, or at-risk of failing. This is accomplished at our school by providing the following: affording parents meaningful opportunities to participate in the education of their child, improving and strengthening accountability of teaching and learning, and by meeting the educational needs of low-achieving children in our school. Title I funds are also utilized for teacher salaries, Parent Involvement and Professional Development activities, and to distribute resources sufficiently to make a difference

where the needs are greatest.

Rti and MTSS is monitored by the Guidance Counselor, as well as our Math and Literacy Coaches. The team meets on Thursdays each week. Resources are distributed to classroom teachers to use with students. Lessons are modeled by our academic coaches and materials are made available in the reading resource room and online. Teachers discuss resources and interventions used to best meet the students needs during our weekly meetings.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Nadine Petrie-Waymyers	Teacher
Latoya Flournoy-Brown	Teacher
Kathleen Pierre-Bryan	Parent
Kicia Daniel	Principal
Ensiribe Giannetti	Parent
Tameka Lyn	Education Support Employee
Kery Cerne	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

During the the SAC meetings, the school improvement plan was presented and discussed with all members. Members were given the opportunity to give input on the the School improvement plan and to discuss the effectiveness of the plan. Recommendations for change was discussed and updates made as needed.

b. Development of this school improvement plan

A member of the School Advisory Council (SAC) is appointed to chair a committee for each academic area and all other areas of need (parental involvement). Each committee is comprised of SAC members (including parents and members of the community) as well as members of the faculty who have expertise in the specific area. The committee develops School Improvement objectives, including strategies and recommendations for staff development and budget. Once the plan is approved, it is shared with faculty, staff, parents, and community members. The plan is posted on the school's website after it is School Board approved. SAC sub-committees oversee implementation of action steps and monitors student achievement data. Meetings are held once monthly to accommodate the needs of the parents.

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

The principal will explain the process of creating the school's budget to SAC members by walking them through a year in the budget of an elementary school; topics included the twenty-day count, FTE, various budget items, and how FTE projections are used to make the projections for the upcoming school year.

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

All funds were utilized for instructional materials. The budget was amended during a formal SAC meeting. A vote was taken to provide support for core-curricular needs.

Accelerated Reader \$3,287.50.

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
Daniel, Kicia	Principal
Milner, Darlene	Assistant Principal
Petrie-Waymyers, Nadine	Teacher, K-12
Flournoy, LaToya	Instructional Coach
Odom, Germaine	Instructional Coach

b. Duties

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

All LLT members have been trained in Depths of Knowledge (DOK), Learning Goals and Performance Scales, Deconstructing the Standards, Accountable Talk and the Florida Standards. Teachers will use higher order thinking comprehension questions to help students gain a greater understanding of material learned in class. This team will serve as a school-wide data team to compile, analyze and assist teachers in utilizing data to drive instruction. In addition, the LLT will assist in providing and presenting professional development on effective differentiated instruction.

D. Public and Collaborative Teaching

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

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

Pinewood uses several strategies to encourage positive working relationships between teachers. One strategy is to ensure that the teachers have a common planning period by scheduling each grade level's specials classes at the same time. Another strategy is the implementation of Professional Learning Communities (PLCs). Through the weekly PLCs, teachers develop positive relationships by sharing best practices, supporting each other and planning together.

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

The District's Human Resources and Staff Development departments, as well as a district level Teacher Recruitment Committee work collaboratively to retain and recruit effective teachers. The district also has a website used to attract teachers to the district based upon regional perks, "Teach Near the Beach" and opportunities to receive benefits beyond a paycheck. Pinewood's collaboration with the district is evidenced by participation in the Broward Teacher Recruitment Fairs. Vacancies are filled with candidates interviewed at the recruitment fair and referred by the district's instructional staffing department.

Retention of teachers is a top priority of our school. Teachers are cultivated and nurtured at Pinewood to grow professionally. We retain highly qualified, certified-in-field, effective teachers in our school by utilizing the New Educator Support System (NESS Liaison), Professional Learning Communities (Literacy Coach), District Trainings (District Personnel), School-Based Professional Development (Leadership Team / Team Leaders), Teacher Recognition and Incentives (Administration).

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

The assigned mentor/mentee will schedule meetings before and after school or during selected planning periods. They will debrief after weekly scheduled team meetings to collaborate on grade level planning and academic and behavioral strategies. The mentor will provide support during team planning and review the mentee's lesson plans to ensure alignment with state standards and grade level curriculum. Both mentor/mentee will attend Professional Learning Communities and on-site professional developments. Opportunities will be provided for mentoring and modeling of specific academic and behavioral strategies as identified by the mentor/mentee. The mentor will teach and monitor organizational skills of the mentee and provide assistance to the mentee in the following areas: creation and maintenance of lesson planning and grading system, review required paperwork prior to submitting the requirements to administration, and assisting with the implementation of the Florida Standards.

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.

Pinewood Elementary ensures its core instructional programs and materials are aligned to the Florida Standards. Trainings have been provided on the Depth Of Knowledge, Differentiated Instruction and Deconstructing the Standards and Accountable Talk as well as Math in Practice. As a result, teachers are given common planning time to build lessons based on Florida Standards. Pinewood utilizes core instructional programs and materials that are directly aligned to Florida Standards.

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.

Based on the results of the data, students are placed in instructional groups to meet their individual academic needs. As a result, instruction is modified or supplemented to assist students having difficulty attaining proficiency. This is done by using specialized materials and programs such as LLI, Journeys Write in Readers, iReady Computer Based instruction and Intermediate Rewards for

students that are not meeting proficiency. Students who have performed on an advanced level are challenged with supplemental activities such as novel studies and project-based learning.

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: 240

Selected students in grades 3-5 are offered the opportunity to attend after school camp focusing on standards. Eligible students who attend can increase core academic or enrichment instruction by up to 240 minutes per week.

Strategy Rationale

During the after school camp, teachers are providing enrichment through MAFS, Novel Studies and STEM activities.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Petrie-Waymyers, Nadine, nadine.waymyers@browardschools.com

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

iReady Standards Mastery Assessments will be used to determine effectiveness.

Strategy: Before School Program

Minutes added to school year: 150

Selected students in grades 3-5 are offered the opportunity to attend a morning camp for remediation. This camp covers computer based skill instruction focusing on standards. Eligible students can increase their learning opportunities for core academic instruction for up to 150 minutes per week.

Strategy Rationale

During the morning students with deficiencies receive remediation through iReady and small group instruction from Instructional Coaches.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Flournoy, LaToya, latoya.flournoy@browardschools.com

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

Effectiveness will be determined through iReady Standards Mastery Assessment

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

The preschool program has implemented literacy, math, and science curricula in the preschool classrooms to ensure school readiness. The program has aligned literacy and math standards with the K-3 National Standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in Kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessments, is placed in the students' cumulative folder to familiarize Kindergarten teachers with the preschool students' progress in the program.

Regarding the logistics of registering students at the elementary schools, the preschool program ensures a smooth transition to Kindergarten by clearly specifying the necessary enrollment processes and time lines to all families participating in the program. The preschool family services support teams and the preschool teachers provide ongoing guidance to the preschool families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for Kindergarten roundup at those schools. The school offers tours to potential Kindergarten families and hosts a spring round-up of incoming kindergarten students. Additionally, we sponsor a day where preschool students visit Kindergarten classes.

Throughout the school year, the teachers continuously learn about the expectations and requirements of their preschool students when they enter Kindergarten. Team meetings are held a minimum of twice per month (or more frequently as needed). Also, the Kindergarten and the ESE Team Leader is available to assist and support the preschool teachers as needed.

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.

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

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

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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers utilize formative data to create effective differentiated instructional practices, then student achievement results will increase in all content areas.

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. If teachers utilize formative data to create effective differentiated instructional practices, then student achievement results will increase in all content areas. **1a**

 G084561

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	50.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal **3**

- Utilization of differentiated instructional strategies to increase student progress on all achievement levels.

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

- Title 1 Funds
- Literacy Coach
- Leveled Literacy Intervention (LLI)
- Digital 5
- District Support
- State Support
- Administrative Support
- iReady
- Time for Planning
- Master Scheduling
- PBS Hero/PAX
- Phonics for Reading
- Intermediate Rewards
- Unique Curriculum
- Curriculum Associates LAFS & MAFS Ready
- Able Net
- Inservice Funds
- iPads for ESE
- Math Coach
- Science Coach
- Dream Box Mathematics
- MyOn Learning Resource

Plan to Monitor Progress Toward G1. 8

Student and teacher performance data will be collected, reviewed, and analyzed.

Person Responsible

Darlene Milner

Schedule

Quarterly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Cycle data (formative assessments), iReady reports, writing prompts, PD Calendar, training agenda, classroom observations, and feedback.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If teachers utilize formative data to create effective differentiated instructional practices, then student achievement results will increase in all content areas. 1

G084561

G1.B3 Utilization of differentiated instructional strategies to increase student progress on all achievement levels. 2

B224702

G1.B3.S1 Provide teachers with academic support that is focused on differentiated instruction. 4

S237114

Strategy Rationale

To assist teachers in meeting the individual academic needs of all students to maximize learner potential.

Action Step 1 5

Professional Development will be provided on effective differentiated instruction.

Person Responsible

Kicia Daniel

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Sign-in sheets, Follow-up activity with a lesson plan attached, and student samples

Action Step 2 5

Coaching and modeling differentiated instructional strategies and using formative data to guide instruction.

Person Responsible

LaToya Flournoy

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Coaching log, lesson plans, observations, walkthru tool

Action Step 3 5

Support teachers with analyzing formative data and using the data to guide instruction.

Person Responsible

Nadine Petrie-Waymyers

Schedule

Biweekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Cycle data, Lesson plans, student work samples, students journals.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

A walk through tool focusing on differentiated strategies will be used.

Person Responsible

Darlene Milner

Schedule

Daily, from 9/12/2016 to 5/26/2017

Evidence of Completion

Implementation is evidenced through lesson plans, student samples, and journals.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

After each cycle, whereby clusters of standards have been targeted and taught, data will be analyzed to determine the effectiveness of differentiated instruction.

Person Responsible

Kicia Daniel







Schedule

Biweekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Cycle data, observations, student journals, RTI strategies, student work samples, and lesson plans.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M312418	Student and teacher performance data will be collected, reviewed, and analyzed.	Milner, Darlene	9/12/2016	Cycle data (formative assessments), iReady reports, writing prompts, PD Calendar, training agenda, classroom observations, and feedback.	5/26/2017 quarterly
G1.B3.S1.MA1  M312416	After each cycle, whereby clusters of standards have been targeted and taught, data will be...	Daniel, Kicia	9/12/2016	Cycle data, observations, student journals, RTI strategies, student work samples, and lesson plans.	5/26/2017 biweekly
G1.B3.S1.MA1  M312417	A walk through tool focusing on differentiated strategies will be used.	Milner, Darlene	9/12/2016	Implementation is evidenced through lesson plans, student samples, and journals.	5/26/2017 daily
G1.B3.S1.A1  A306305	Professional Development will be provided on effective differentiated instruction.	Daniel, Kicia	9/12/2016	Sign-in sheets, Follow-up activity with a lesson plan attached, and student samples	5/26/2017 monthly
G1.B3.S1.A2  A306306	Coaching and modeling differentiated instructional strategies and using formative data to guide...	Flournoy, LaToya	9/12/2016	Coaching log, lesson plans, observations, walkthru tool	5/26/2017 weekly
G1.B3.S1.A3  A306307	Support teachers with analyzing formative data and using the data to guide instruction.	Petrie-Waymyers, Nadine	9/12/2016	Cycle data, Lesson plans, student work samples, students journals.	5/26/2017 biweekly

V. Professional Development Opportunities

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

G1. If teachers utilize formative data to create effective differentiated instructional practices, then student achievement results will increase in all content areas.

G1.B3 Utilization of differentiated instructional strategies to increase student progress on all achievement levels.

G1.B3.S1 Provide teachers with academic support that is focused on differentiated instruction.

PD Opportunity 1

Professional Development will be provided on effective differentiated instruction.

Facilitator

Darlene Milner LaToya Flournoy-Brown Nadine Waymyers Germaine Odom Donna Ogbourne

Participants

K-5 Teachers

Schedule

Monthly, from 9/12/2016 to 5/26/2017

VI. Technical Assistance Items

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

G1. If teachers utilize formative data to create effective differentiated instructional practices, then student achievement results will increase in all content areas.

G1.B3 Utilization of differentiated instructional strategies to increase student progress on all achievement levels.

G1.B3.S1 Provide teachers with academic support that is focused on differentiated instruction.

TA Opportunity 1

Coaching and modeling differentiated instructional strategies and using formative data to guide instruction.

Facilitator

LaToya Flournoy Brown

Participants

K-5 Teachers

Schedule

Weekly, from 9/12/2016 to 5/26/2017

TA Opportunity 2

Support teachers with analyzing formative data and using the data to guide instruction.

Facilitator

Nadine Petrie Waymers

Participants

K-5 Teachers

Schedule

Biweekly, from 9/12/2016 to 5/26/2017

VII. Budget

1	G1.B3.S1.A1	Professional Development will be provided on effective differentiated instruction.				\$5,766.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

Broward - 2811 - Pinewood Elementary School - 2016-17 SIP
Pinewood Elementary School

	6400	590-Other Materials and Supplies	2811 - Pinewood Elementary School	School Improvement Funds		\$5,766.00
2	G1.B3.S1.A2	Coaching and modeling differentiated instructional strategies and using formative data to guide instruction.				\$0.00
3	G1.B3.S1.A3	Support teachers with analyzing formative data and using the data to guide instruction.				\$0.00
					Total:	\$5,766.00