2013-2014 SCHOOL IMPROVEMENT PLAN

Pinewood Elementary School
1600 SW 83RD AVE
North Lauderdale, FL 33068
754-322-7950

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	83%

Alternative/ESE Center	Charter School	Minority Rate
No	No	95%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
D	D	C	B	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Pinewood Elementary School

Principal
Karla Gary Orange

School Advisory Council chair
Nicole Sawicki

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Karla Gary Orange	Principal
Darlene Milner	Assistant Principal
Jennifer Weber	Reading Coach
Lynnel Joseph	Support Facilitator
Donna Spellman	Guidance Counselor
Latoya Flournoy	Title I Curriculum Facilitator
Nicole Sawicki	ESE Specialist

District-Level Information

District
Broward

Superintendent
Mr. Robert Runcie

Date of school board approval of SIP
8/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the appropriate balance of teachers, education support employees, parents, and other business community citizens who are representative of the ethnic community served by the school. The SAC Committee will consist of the following members: Principal, Assistant Principal, Teachers, BTU Steward (or designee), Parents, I-Zone Representative (parent), SAF Chair, ESOL Parent, ESE Parent, Gifted Parent, Pre-K (parent or teacher), Non-Instructional Support Employees, Community / Business Representatives, and Community School Representative. The first SAC meeting at Pinewood will take place on September 18, 2013 at 5:00 pm. At this time, SAC members will be elected by their respective peer groups (parents elected by parents, teachers by teachers, etc.). Vacancies will be filled by special elections as needed in the same general manner.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The School Advisory Council assists in the preparation and evaluation of the school's improvement plan and in the preparation of the school's annual budget. The members of the School Advisory Council will help to monitor the implementation of the SIP plan at their monthly meetings. The members will also make suggestions for improvements and changes to the SIP plan as needed to ensure the school is making progress towards the SIP plan goals.

Projected use of school improvement funds, including the amount allocated to each project

With the current budget of $2695.00, Pinewood is developing a plan to implement a before school tutoring program targeting 3-5 grade students scoring below 50%. The students will participate for 30 minutes, 3 times per week in Math and ELA.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Karla Gary Orange		
Principal	Years as Administrator: 21	Years at Current School: 4

Credentials	Master of Science: Educational Leadership, Nova Southeastern University, Bachelor of Arts: Special Education / Mental Retardation (K-12), Bennett College, Certification Mentally Handicapped (K-12), Educational Leadership (K-12)
Performance Record	12-13: Principal of Pinewood Elementary 51% of students reading at or above grade level 44% of students at or above grade level in math 60% of students met state standards in writing 33% of students at or above grade level in science School Grade: D 2011-2012: Principal of Pinewood Elementary 53% of students reading at or above grade level 48% of students at or above grade level in math 75% of students met state standards in writing 36% of students at or above grade level in science School Grade: C 2010-2011: Principal of Pinewood Elementary 68% of students reading at or above grade level 71% of students at or above grade level in math 92% of students met state standards in writing 32% of students at or above grade level in Science School Grade B Met AYP Requirements: No BLACK, HISPANIC, ECONOMICALLY DISADVANTAGED students and STUDENTS WITH DISABILITIES need improvement in Reading. STUDENTS WITH DISABILITIES need improvement in Mathematics. 2006-2010: Principal on Special Assignment (North Area Exceptional Student Education Coordinator) Record of Prior Performance: 2003-2006 2005-2006: Principal of Maplewood Elementary 85% of students reading at or above grade level 84% of students at or above grade level in math 90% of students met state standards in writing School Grade A Met AYP Requirements: Yes 2004-2005: Principal of Maplewood Elementary 84% of students reading at or above grade level 82% of students at or above grade level in math 88% of students met state standards in writing School Grade A Met AYP Requirements: Yes 2003-2004: Principal of Maplewood Elementary 78% of students reading at or above grade level 80% of students at or above grade level in math 90% of students met state standards in writing School Grade B

Darlene Milner		
Asst Principal	Years as Administrator: 16	Years at Current School: 14
Credentials	Master of Science: Administration and Supervision, Florida Atlantic University, Bachelor of Science: Special Education, University of Florida, Certification Mentally Handicapped (K-12), Educational Leadership (K-12)	

Performance Record

12-13: Assistant Principal of Pinewood Elementary
51% of students reading at or above grade level
44% of students at or above grade level in math
60% of students met state standards in writing
33% of students at or above grade level in science
School Grade: D
2011-2012: Assistant Principal of Pinewood Elementary
53% of students reading at or above grade level
48% of students at or above grade level in math
75% of students met state standards in writing
36% of students at or above grade level in science
School Grade: C
2010-2011: Assistant Principal of Pinewood Elementary
68% of students reading at or above grade level
71% of students at or above grade level in math
92% of students met state standards in writing
32% of students at or above grade level in Science
School Grade B Met AYP Requirements: No BLACK, HISPANIC, ECONOMICALLY DISADVANTAGED students and STUDENTS WITH DISABILITIES need improvement in Reading. STUDENTS WITH DISABILITIES need improvement in Mathematics.
2009-2010: 72% of students reading at or above grade level 63% of students at or above grade level in math 91% of students met state standards in writing 31% of students at or above grade level in Science
School Grade B Met AYP Requirements: No BLACK, ECONOMICALLY DISADVANTAGED students need improvement in Reading and Math.
2008-2009: 77% of students reading at or above grade level 71% of students at or above grade level in math 93% of students met state standards in writing 24% of students at or above grade level in Science
School Grade A Met AYP Requirements: No STUDENTS WITH DISABILITIES need improvement in Reading
BLACK, ECONOMICALLY DISADVANTAGED, STUDENTS WITH DISABILITIES need improvement in Math
2007-2008: 72% of students reading at or above grade level 71% of students at or above grade level in math 89% of students met state standards in writing 33% of students at or above grade level in Science
School Grade A Met AYP Requirements: Yes All subgroups met this criteria.
2006-2007: 68% of students reading at or above grade level 73%

of students at or above grade level in math 93% of students met state standards in writing 36% of students at or above grade level in Science

School Grade A Met AYP Requirements: Yes All subgroups met this criteria

2005-2006: 67% of students reading at or above grade level 69% of students at or above grade level in math 79% of students met state standards in writing

School Grade A Met AYP Requirements: Yes All subgroups met this criteria.

2004-2005: 67% of students reading at or above grade level 67% of students at or above grade level in math 70% of students met state standards in writing

School Grade B Met AYP Requirements: Yes All subgroups met this criteria.

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jennifer Weber		
Full-time / School-based	Years as Coach: 1	Years at Current School: 14
Areas	Reading/Literacy	
Credentials	Bachelor of Arts: Varying Exceptionalities (K-12), Florida Atlantic University Certifications: Varying Exceptionalities (K-12), Pre-K - Grade 3, K-6, Gifted Endorsement, ESOL Endorsment Currently seeking Master of Science in Curriculum and Instruction with a Specialization in Early and Middle Childhood from Barry University, anticipated graduation December 2013 Currently seeking Reading Endorsement, anticipation completion January 2014	
Performance Record	2012-13: Third Grade Teacher 53% of students reading at or above grade level 67% of students at or above grade level in math School Grade: D 2011-2012: Gifted Teacher / Supplemental Academic Instruction (SAI) 53% of students reading at or above grade level 48% of students at or above grade level in math 75% of students met state standards in writing 36% of students at or above grade level in science School Grade: C 2010-2011: Gifted Teacher / Supplemental Academic Instruction (SAI) 68% of students reading at or above grade level 71% of students at or above grade level in math 92% of students met state standards in writing 32% of students at or above grade level in Science School Grade B Met AYP Requirements: No BLACK, HISPANIC, ECONOMICALLY DISADVANTAGED students and STUDENTS WITH DISABILITIES need improvement in Reading. STUDENTS WITH DISABILITIES need improvement in Mathematics.	

Classroom Teachers

# of classroom teachers
45

 # receiving effective rating or higher
42, 93%

 # Highly Qualified Teachers
93%

 # certified in-field
45, 100%

 # ESOL endorsed
36, 80%

 # reading endorsed
5, 11%

 # with advanced degrees
15, 33%

 # National Board Certified
2, 4%

 # first-year teachers
4, 9%

 # with 1-5 years of experience
2, 4%

 # with 6-14 years of experience
37, 82%

 # with 15 or more years of experience
2, 4%

Education Paraprofessionals

# of paraprofessionals
11

 # Highly Qualified
100, 909%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
8

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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 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 (Reading Coach), District Trainings (District Personnel), School-Based Professional Development (Leadership Team / Team Leaders), Teacher Recognition and Incentives (Administration).

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 NGSSS /Common Core State Standards.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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 schedule, 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 Reading Coach is the reading content area representative that provides knowledge of expected performance, provides knowledge of research based interventions, and is the integral in creating plans. The Title 1 Curriculum Facilitator is the math and science content area representative that provides knowledge of expected performance, provides knowledge of research based interventions, and is integral in creating academic and behavior intervention 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 is present at all meetings.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The systems in place for the Leadership Team to use to monitor the fidelity of the schools MTTS as it aligns to the SIP includes the following: application of SAPSI, (self-assessment of problem-solving implementation), to be conducted 2-3 times throughout the school year, documentation of observations (of teachers providing interventions) meetings, data collection, intervention plans, and outcomes. Also, presence of an administrator to observe the elements of the MTTS process, data Discussion Days with teachers are scheduled to observe and confirm that the data shows evidence of intervention success and student gains as it is part of our SIP, and on-going data collection and progress monitoring to ensure integrity of implementation of intervention plans and support.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The data sources and management systems used in the MTSS are used to document a cumulative record of response to interventions. Assessment tools vary according to the needs of the students receiving interventions. The frequency of the assessments also varies according to the tier and the needs of the student. Assessments include but are not limited to: running records, FAIR, Benchmark assessments, end of the chapter, cold reads, math and reading weekly assessments. Tools that generate data for behavior include referrals, individual behavior management plans, scatterplots, and other charted data that is specific and ongoing.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Our plan to support understanding of MTSS and to build capacity in data-based problem solving for staff and parents includes the following: PowerPoint presentation at faculty training (focus on problem identification), analysis, intervention and implementation, and response to the intervention/instruction. Teachers will have practice examples and will have access to documents (work sheets). Florida's Parent Brochure is available to parents at SAC meetings and in our front office. A parent brochure is explained to a parent when the student begins the problem solving /MTSS process.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 1,800

Third through fifth grade students scoring 50% and below will participate in before school tutoring for 30 minutes, three times per week in Math and ELA. Science and Social Studies will be supported through ELA. A math club (enrichment) will be established for students scoring 80% and above on FCAT to provide enrichment of math skills and engagement in competition.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Based on Math / ELA pretest, specific benchmarks will be taught in clusters with bi-weekly assessment to determine strategic effectiveness and student achievement growth.

Who is responsible for monitoring implementation of this strategy?

These strategies will be monitored by the Literacy Leadership Team. Individuals will be assigned to monitor specific subgroups.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Karla Gary Orange	Principal
Darlene Milner	Assistant Principal
Jennifer Weber	Reading Coach
Latoya Flournoy	Title I Curriculum Facilitator
Nicole Sawicki	ESE Specialist
Lynnel Joseph	Support Facilitator
Donna Spellman	Guidance Counselor
Judy Mobley	Third Grade Teacher
Christie Garcia	Fourth Grade Teacher
Carmen DiAntonio	Kindergarten Teacher

How the school-based LLT functions

The school based Literacy Leadership Team is responsible for developing goals, strategies, and measures to implement cross-curricular literacy development. The goals of their efforts are to improve the achievement of all students, with a focus on the needs of students at risk. Literacy team members monitor, disaggregate, and make instructional decisions about the current literacy program for all students including effective programs and resources to be utilized. The LLT develops in collaboration with SAC, a school wide plan which includes professional development for teachers, training for

volunteers, processes for identifying and monitoring students who are at risk, on level or in need of further enrichment. The LLT communicates clear instructional and professional development to the staff. The LLT meets weekly based on the need to review students achievement data, classroom walkthrough feedback, classroom observations conducted by the Reading Coach and Curriculum Facilitator, informal observations conducted by Administration, and to discuss any concerns teacher may have in regard to the Literacy program. The role of the LLT members include but is not limited to, sharing knowledge with teachers, establishing professional learning communities, that support literacy growth, mentoring new teachers, monitoring the effectiveness of programs, interventions and resources, and communicating with other teachers in the building as a means of sharing best practices.

Major initiatives of the LLT

All LLT members have been trained in the Common Core State Standards and Integrated Literacy. Teachers will use higher order thinking comprehension questions to help students gain a greater understanding of material learned in class. The LLT team will guide grade level teams in developing rubric-based literacy projects, as well as engage identified teachers in Professional Learning Communities and book studies. This team will serve as a school-wide data team to compile, analyze and assist teachers in utilizing data to drive instruction.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Pinewood ensures that every teacher contributes to the reading improvement of every student through the development of their 2013-2014 Reading Plan. This plan outlines what teachers need to do in order to ensure that students are receiving instruction tailored to their individual needs. The reading strategies that are described in this sections are also utilized within the science and social studies blocks. All students will participate in a 90-minute uninterrupted reading block, embedded within a 120-minute literacy block of instruction. This instructional block includes an explicit whole group lesson from the Comprehensive Core Reading Program (CCRP) and complex informational and non-fiction texts aligned with the complexity of text as identified for the grade level band in Appendix B of the Common Core Exemplars. It also includes small group differentiated initial instruction and independent and peer collaborative application of skills/strategies in literacy centers. This initial instruction is explicit, systematic, scaffolded, differentiated, guided by data analysis, and focused on the six essential components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension) as well as the Common Core State Standards. Elementary students identified as struggling readers (Tier 2 and Tier 3) participate in additional daily immediate intensive intervention (iii) instruction that focuses on the specific differentiated needs of students and provides more intense reading instructional time that extends beyond the 90-minute reading block for which a double or triple dose of targeted instruction may be delivered. This intervention continues until the reading deficiency is remedied. The reading progress of all students is monitored frequently, at a minimum of three times per year to include a baseline, mid-year, and end-of-year assessment, although Pinewood has decided to progress monitor on a bi-weekly basis with monthly data chats. Struggling readers, exhibiting substantial deficiencies in reading, receive immediate intensive intervention (iii) instruction that includes frequent progress monitoring and diagnostic evaluation. The Literacy Leadership Team, consisting of the administrators, reading coach, curriculum facilitator, and teacher leaders, collaborates with classroom teachers to analyze student diagnostic and progress-monitoring assessment data that are used to guide effective instructional decisions for targeting the specific needs of all students, including struggling readers and this information will be included in our School Improvement Plan.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The preschool program has implemented a literacy, math, and science curricula in the preschool classrooms to ensure school readiness. The program has aligned the 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 assessment, 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 and have lunch in the cafeteria.

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 two times 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	48%	No	63%
American Indian				
Asian				
Black/African American	55%	44%	No	60%
Hispanic	65%	60%	No	69%
White	65%	60%	No	69%
English language learners	38%	39%	Yes	45%
Students with disabilities	55%	47%	No	60%
Economically disadvantaged	55%	44%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	70	27%	35%
Students scoring at or above Achievement Level 4	47	18%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		35%
Students scoring at or above Level 7	11	50%	53%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	69	35%	39%
Students in lowest 25% making learning gains (FCAT 2.0)	34	49%	53%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	39	44%	48%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	22	25%	29%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	21	24%	28%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	50	55%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	44%	No	62%
American Indian				
Asian				
Black/African American	53%	40%	No	57%
Hispanic	68%	53%	No	72%
White	65%	60%	No	69%
English language learners	46%	26%	No	51%
Students with disabilities	53%	38%	No	58%
Economically disadvantaged	53%	40%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	25%	30%
Students scoring at or above Achievement Level 4	45	17%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		25%
Students scoring at or above Level 7	19	41%	44%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	76	39%	43%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	27	44%	48%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	14%	19%
Students scoring at or above Achievement Level 4	10	12%	16%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		53%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		41%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		9
Participation in STEM-related experiences provided for students	620	93%	97%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	64	10%	6%
Students retained, pursuant to s. 1008.25, F.S.	11	2%	1%
Students who are not proficient in reading by third grade	32	2%	1%
Students who receive two or more behavior referrals	61	9%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	24	4%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parents will be invited and encouraged to join and serve as active members of the School Advisory Council (SAC). Through Title I allocation (professional development and parental involvement allotments) of funds information will be provided to parents at regularly scheduled SAC meetings. Parents will be allowed to provide input in the development and decision-making process of all Title I activities. Parents, staff, and students will complete a survey each year in order to evaluate the effectiveness of the Title I activities. The results will be evaluated and used to create the school's parent activities for the following year. Pinewood Elementary School schedules meetings to be conducted at times conducive to working parents. Our school holds Open House(s) and SAC/PTA meetings to inform parents about the Title I Program and invites them to become active members of the school-wide community, while assisting the school in reviewing and revising the school's Parent Involvement Plan. Also, each grade-level will hold a Conference Night for parents to attend conferences in the evening. Pinewood Elementary School will provide information about Title I programs and Title I activities to parents in a timely manner using various methods of communication, such as newsletters, parent link, school website, school marquee and flyers. Academic programs, grade level expectations, progress monitoring plans, and school-wide discipline plans will be shared. Pinewood will conduct its annual Title I Open House Public Meeting. Teachers will explain grade-level curriculum goals, the Title I program, and opportunities for parent trainings. Parents will be provided the opportunity to ask questions to help in their understanding of all items discussed at Title I Public Meetings. Standardized/Assessment data will be shared along with the status of learning goals through the Public Meeting, school newsletter, and school website. Pinewood will provide the Parental Involvement Plan (PIP) in English, Spanish, and Haitian Creole. Parents will be provided with notification of the plan through the school's newsletter, website, and distribution from the front office. In order to increase participation, all correspondence regarding parent meetings will be created in English, Spanish, and Haitian Creole. As needed, translators will be present at parent meetings. Parents will attend the annual Title I Parent Seminar and Parent Orientation. Additionally, the Title I mobile unit will be requested for parents to access materials to be checked out for home use, and the Parent Training Academy to learn hands-on activities to further assist their children at home.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Public Meeting Grade K - Open House	88	84%	88%
Public Meeting Grade 1 - Open House	29	33%	37%
Public Meeting Grade 2 - Open House	43	35%	39%
Public Meeting Grade 3 - Open House	22	22%	26%
Public Meeting Grade 4 - Open House	32	33%	37%
Public Meeting Grade 5 - Open House	30	32%	36%
Smart Start: The Write Start - FCAT Writing	36	37%	41%
FCAT Mythbusters	50	17%	21%
Academic Fair / Introduction to the Next School Year	55	8%	12%

Goals Summary

G1. Increase student engagement through interdisciplinary units that incorporate hands on project-based learning.

Goals Detail

G1. Increase student engagement through interdisciplinary units that incorporate hands on project-based learning.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Remediation

- Effective PlC's

- Push-In Model of Support

- Time for peer observation - model instruction

- Technology for engagement

- Distance Learning (Science and Math)

- Academic Motivator

- SWAG Board

- Extended Learning Opportunities

- NESS (New Educator Support System

- Teacher / Student Mentor Program

- Processes in Place

- Coaches have case study teachers

- Strategic Placement of Teachers

- Strong Leadership Team

- Enrichment Clubs

- Google Docs for Data Tracking

- Bi-weekly progress monitoring points

- Comprehensive Assessment Calendar / Timelines

- Community and business partnerships

Targeted Barriers to Achieving the Goal
- There is a need for teachers to understand and make the transition to Common Core State Standards.

Plan to Monitor Progress Toward the Goal

Classroom Reading and Math Assessment Scores Prerequisite Math Assessments Beginning, Mid-, and End of Year Math Assessments Primary Reading and Math Assessments District Letter / Sound / Concepts of Print BAT I and II Scores ORF Scores RIGBY (K-2) / IRI (3-5) Scores FAIR K-5 Student Writing Samples Data Chats PLC Minutes PLC Look Fors

Person or Persons Responsible
Administrators Leadership Team Teachers

Target Dates or Schedule:
Bi-monthly / Monthly

Evidence of Completion:
Data will be up to date and readily available. Data Binder will have information by teacher. Data room visually shows progress. Students will be making progress. Improved teacher practices. Students and teachers will celebrate success. Data Chat Protocals

Action Plan for Improvement

Problem Solving Key

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

G1. Increase student engagement through interdisciplinary units that incorporate hands on project-based learning.

G1.B4 There is a need for teachers to understand and make the transition to Common Core State Standards.

G1.B4.S2 Staff members will have an opportunity to participate in school-based and/or district-wide professional development in order to in order for teachers to understand and make the transition to Common Core State Standards.

Action Step 1

Staff members will participate in after school book studies and district-wide trainings that will assist with the transition to the Common Core State Standards.

Person or Persons Responsible

All Staff Members

Target Dates or Schedule

Ongoing beginning Fall 2013

Evidence of Completion

Incorporation of strategies learned into the classroom, student work samples, student data, classroom observations, evidence of project based learning

Facilitator:

Administrators, Reading Coach, Title I Curriculum Facilitator, and District Personnel

Participants:

School staff members

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Incorporation of strategies learned into the classroom, student work samples, student data, classroom observations, evidence of project based learning

Person or Persons Responsible

Administrators, Reading Coach, Title I Curriculum Facilitator

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, student data, and classroom observations

Plan to Monitor Effectiveness of G1.B4.S2

Student assessment data will be collected, analyzed, and discussed in data chats. Instruction will be modified in order to provide enrichment or remediation to ensure that all students are making progress.

Person or Persons Responsible

Literacy Leadership Team and Teachers

Target Dates or Schedule

Data will be entered bi-weekly and data chats will take place monthly.

Evidence of Completion

Teachers will modify instructional groups as needed and adjust the curriculum accordingly. All student data will be recorded in Google Docs.

G1.B4.S3 Staff members will participate in school-based Primary and Intermediate Professional Learning Communities centered around the transition to the Common Core State Standards and interdisciplinary units.

Action Step 1

Professional Learning Community Meetings

Person or Persons Responsible

Primary (K-2) and Intermediate (3-5)

Target Dates or Schedule

Two to three times monthly

Evidence of Completion

Sign-in sheets, PLC meeting minutes, Student data, Student work samples, data chats

Action Step 2

Needs Assessment Survey, Development of PLC meeting topics

Person or Persons Responsible

Literacy Leadership Team, Teachers

Target Dates or Schedule

September 26, 2013

Evidence of Completion

Completed surveys, Finalized list of topics

Plan to Monitor Fidelity of Implementation of G1.B4.S3

Observation of implementation of strategies learned at the PLC meetings within the classrooms.

Person or Persons Responsible

Administrators, Literacy Leadership Team, Team Leaders, PLC Faciitators

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Meeting minutes, sign in sheets, student work samples, student data in Google Docs, and modification of instruction based upon student data.

Plan to Monitor Effectiveness of G1.B4.S3

Leadership team will monitor PLC implementation by attending the different meeting on a rotational basis.

Person or Persons Responsible

Administrators and Leadership Team

Target Dates or Schedule

Two to three times monthly depending on the set PLC meeting schedule.

Evidence of Completion

PLC Look Fors Chart, Meeting Minutes, Student data in Google Docs, Student work samples

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

The Title I program is to support our school's efforts 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 and 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 through Parent Involvement and Professional Development activities, and to distribute resources sufficiently to make a difference where the needs are greatest. The school participates in the anti-bullying campaign by encouraging a "bully free" school environment through implementation of the "Silence Hurts" campaign and use of the "bully box". "Safe Zone" listeners are identified and there are posters on their doors for easy identification by students. Students go to these people when they need a comfortable, safe place to talk to someone. Students who need mentors are identified and mentor teachers are assigned to assist students when they need extra support with behavior, socialization, etc. Students K-5 will participate in scheduled meetings/lessons provided by the School Guidance Counselor following the "Get Real About Violence" curriculum. "Bullying, Safe Zone Listeners, No Name Calling, Problem Solving, Peace Table" are additional components of the violence prevention lessons that will be shared with students. Peer Mediation is also available to all students. Trained 5th graders and the School Guidance Counselor conduct peer mediation. Pinewood follows the "Commit to Be Fit" curriculum to teach healthy lifestyles and food choices to students. The Physical Education teacher facilitates a school-wide walking program for students. Participants receive a "toe token" for meeting and exceeding walking challenges during or after school. Students keep a log of their physical activity. At the end of the year students receive an award. The fifth grader with the most miles logged receives a plaque and a t-shirt.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase student engagement through interdisciplinary units that incorporate hands on project-based learning.

G1.B4 There is a need for teachers to understand and make the transition to Common Core State Standards.

G1.B4.S2 Staff members will have an opportunity to participate in school-based and/or district-wide professional development in order to in order for teachers to understand and make the transition to Common Core State Standards.

PD Opportunity 1

Staff members will participate in after school book studies and district-wide trainings that will assist with the transition to the Common Core State Standards.

Facilitator

Administrators, Reading Coach, Title I Curriculum Facilitator, and District Personnel

Participants

School staff members

Target Dates or Schedule

Ongoing beginning Fall 2013

Evidence of Completion

Incorporation of strategies learned into the classroom, student work samples, student data, classroom observations, evidence of project based learning

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student engagement through interdisciplinary units that incorporate hands on project-based learning.	$8,000
	Total	$8,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development		Total
Title I		$8,000	$8,000
Total		$8,000	$8,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase student engagement through interdisciplinary units that incorporate hands on project-based learning.

G1.B4 There is a need for teachers to understand and make the transition to Common Core State Standards.

G1.B4.S2 Staff members will have an opportunity to participate in school-based and/or district-wide professional development in order to in order for teachers to understand and make the transition to Common Core State Standards.

Action Step 1

Staff members will participate in after school book studies and district-wide trainings that will assist with the transition to the Common Core State Standards.

Resource Type

Professional Development

Resource

Books to help teachers understand and transition to the Common Core State Standards

Funding Source

Title I

Amount Needed

$8,000