

The School District of Lee County

Pinewoods Elementary School



2016-17 Schoolwide Improvement Plan

Pinewoods Elementary School

11900 STONEYBROOK GOLF DR, Estero, FL 33928

<http://pin.leeschools.net/>

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	No	58%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	C	A

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Lee 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 Pinewoods Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	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.

We, at Pinewoods Elementary, will work together to learn, grow, and achieve our goals in a safe environment.

b. Provide the school's vision statement.

We will SOAR to the top!

S=Success

O=Opportunity

A=Achieve

R=Respect

2. School Environment

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

The teachers and staff at Pinewoods Elementary recognize that each individual student has different social, emotional and academic needs that encompass his/her culture. The staff at Pinewoods Elementary works diligently to create a school culture that values and respects all stakeholders. In order to ensure academic success it is imperative to meet each individual's desires. To do this the staff at Pinewoods Elementary provides multiple opportunities for students to participate in a wide range of pro-social activities. During this time the staff supports the students by modeling appropriate social behaviors. At the same time, the staff bonds with the students which in turn negates negative behaviors. This guarantees a safe and supportive school. Such opportunities, coupled with a comprehensive guidance program of prevention and intervention, provide students with the experiences, strategies and skills, and support they need to thrive. Student engagement is absolutely essential in creating a positive school culture that effectively fosters student academic achievement and social/emotional growth. The staff at Pinewoods Elementary utilizes Kagan strategies, small group discussion and reflection time in order to guarantee student engagement. The school also possesses a strong anti-bullying program which prevents students from feeling unsafe or discriminated. The teachers recognize the importance of parent/teacher communication in order to foster emotional and academic growth. Therefore, teachers communicate through a variety of methods on a frequent basis. The teachers at Pinewoods Elementary have developed relationships that are culturally sensitive and model positive behavioral interactions.

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

In order to provide a safe learning environment for all students, Pinewoods Elementary's safety procedures are a top priority. Monthly, students and teachers practice the procedures for fire drills, tornado drills, lockdown drills, and bomb drills. These drills are conducted at various times throughout the day, including before during, and after school. In addition to safety drills, other safety procedures, like keeping all doors locked at all times, and the use of the Keep n' Track system in the front office, are always in use. By practicing these drills frequently and maintaining the consistency of the procedures, student reactions to a true emergency situation will become natural and will promote a safe and respectful school environment.

Every morning, teachers greet students in the classroom doorway. This practice helps all students feel safe and secure, as there is always an adult available to assist them and/or guide them through the hallways. Additionally, student Safety Patrols are available to help new and/or younger students locate their classrooms and model and enforce hallway safety rules. By utilizing these students as safety ambassadors, they become respected and serve as role models throughout the school.

Throughout the day and after school, all students at Pinewoods Elementary practice the use of a buddy system. Through the buddy system, children are never walking the halls of the school without a classmate accompanying them. Even in the Kids Care after school program, older students serve as student ambassadors who escort the younger students to their dismissal location.

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.

At the beginning of the year all of the staff at Pinewoods Elementary have a meeting where the school wide behavior expectations are explained in detail. Also at this meeting the consequences for not following these expectations are covered and then each grade level meets together to finalize the discipline portion of students not meeting expectations. Each classroom at Pinewoods Elementary utilizes Kagan Structures throughout the day to maximize engagement and minimize distractions during instruction. During the year there are Theme Days and School is Cool celebrations for those students who are consistently meeting expectations during the school day. For those students not meeting expectations, this time is used for reflection and to develop a plan for the students to be successful in the classroom.

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 staff at Pinewoods Elementary ensures the social-emotional needs of all students are being met through counseling services, anti-bullying programs, co-teaching classrooms, various teaching strategies, after school clubs and an open door policy. The school guidance counselor provides ample opportunities for students to discuss their individual needs. He has an open door policy which permits students to discuss circumstances that are effecting them on an emotional level. The guidance counselor also holds friend and lunch groups to ensure that all students are able to connect on a social-emotional level with their peers. In addition, an anti-bullying program creates an environment for students' to communicate with adults regarding situations that could hinder their growth socially and emotionally. Pinewoods Elementary recognizes that the number of interactions between and among students and adults is essential in order to improve student's social capacities. Therefore, the teachers ensure that socialization both academically and personally transpires multiple times throughout the school day. Teachers utilize Kagan structures, small groups, projects, performance tasks, and reflection times in order to foster academic socialization. Personal socialization is able to occur during after school programs such as, chess club, recorder club and book club. Pinewoods Elementary has a co-teaching classroom at all grade levels in order to provide the least restrictive environment for students with individualized educational plans. The teachers in these classrooms have created strong mentoring programs to ensure collaboration and socialization to all stakeholders. The majority of teachers at Pinewoods have attended Choosing Excellence training which addresses students basic needs. The employees at Pinewoods Elementary recognize that social/emotional needs are just as important as academic needs.

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.

Pinewoods Elementary's early warning system is used to target "at risk" students in order to promptly employ intervention strategies to improve the students' academic performance. The early warning indicators used at Pinewoods include:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
- One or more suspensions, whether in school or out of school.
- Course failure in English Language Arts or Mathematics.
- A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	
	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	0	0	0	0	0	0	0	0	0	0	0	0	

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

Attendance below 90 percent:

If a student at Pinewoods Elementary has an attendance rate below 90 percent, the administrative staff continuously monitors their attendance. Once the number of absences exceeds the minimum allowable amount, the principal will contact the parent until the problem subsides. If the problem persists, after the parent has been contacted, the school social worker will conduct a home visit.

One of more suspensions:

If a student at Pinewoods Elementary has one or more suspensions, the administrative staff works cohesively with the parents in order to improve student behavior and to ensure future suspensions are avoided.

Course failure in ELA or Math and/or Level 1 on statewide assessment:

If a student at Pinewoods Elementary is failing a course, specifically Language Arts or Math, a series of diagnostic assessments will be provided. Based on the results of the diagnostic assessments,

research-based interventions will be put into place in the form of a Student Improvement Plan (SIP) through the Multi-Tiered System of Support (MTSS). Based on the foundations of MTSS, a SMART goal will be written for the student and the student's progress towards that goal will be monitored on a weekly basis for a set length of time.

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?

No

1. PIP Link

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

2. Description

Pinewoods will maintain the number of parent/visitor volunteer hours during the 2016-2017 school year at or above 1,000 hours.

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.

We foster close relationships with our established business partners. They in turn, through their community connections, pass on word of mouth referrals which encourage other organizations to seek out involvement with our 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
Gunderson, Leslie	Principal
Falzone, Gina	Assistant Principal
Mackereth, Jamie	Instructional Coach
Shine, Rebecca	Instructional Coach
Howard, Bill	School Counselor
Garcia, Nicci	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 team is responsible to ensure that all stake holders have a clear understanding of the SIP and MTSS.

All Members are responsible for the following:

- Facilitate implementation of MTSS in the building
- Provide or coordinate valuable and continuous professional development
- Assign staff to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom data walk-throughs to monitor fidelity

Principal/Assistant Principal

- Conduct classroom walk-throughs to provide feedback on effective teaching

Intervention Specialist / Instructional Coach

- Maintain log of all students involved in the MTSS process
- Send parent invites
- Schedule and attend all MTSS meetings
- Complete necessary MTSS forms
- Provide additional instructional strategies and resources as part of the MTSS process

School Psychologist

- Attend MTSS team meetings on some students in Tier 2 and on all students in Tier 3
- Monitor data collection process for fidelity
- Collaborate with MTSS team on effective instruction and specific interventions
- Incorporate MTSS data when guiding a possible ESE referral and when making eligibility decisions

Guidance Counselor

- Consult with MTSS team
- Provide staff trainings

Social Worker

- Attend MTSS meetings when requested
- Conduct social-developmental history interviews and share with MTSS team

ESOL Representative

- Attend all MTSS team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments
- Provide ELL interventions as all tiers

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.

In order to effectively implement and monitor MTSS and SIP structures, Pinewoods has various data-based problem-solving processes in place. When addressing the effectiveness of core instruction, the MTSS team will analyze whole class data, through formal and informal assessments. When initially starting the MTSS process, the MTSS team compares individual student data to the grade level appropriate peer group. If 80% of the students in the classroom are not meeting school and district standards, then the MTSS team will review and reevaluate the core instruction.

Funding for MTSS is used to support additional staffing needs, including, but not limited to Paraprofessionals. These teaching assistants are placed in most classrooms at each grade level to

provide additional small group instruction during a school-wide WIN block. During WIN, interventions are provided based on individual student needs. Data centered on this intervention, will be collected over a 6-8 week period, and is tracked to evaluate the effectiveness of the MTSS intervention. If the intervention process proves ineffective, the MTSS team will reconvene to discuss how resources could be more effectively used.

We provide common planning time and flexible scheduling to allow for ample PLC time on a daily/weekly basis. Admin meets with each team twice a month to discuss any concerns, review data goals, and address any classroom challenges.

Small group and individual student needs are met through our before school as well as during our WIN time and in our individual classrooms. Instruction is differentiated at Pinewoods based on the need of each student. 90% of our faculty and staff are involved in daily WIN in grades K-5.

Head Start students are integrated into the school through participation in school-wide and kindergarten activities as well as by partnering up each Head Start classroom with a kindergarten classroom to ensure the students feel as an essential part of the school. Title II funds are used to facilitate a writing professional learning community (PLC) with representatives from each grade level working out of the classroom for three days to work on improving student achievement in writing.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Leslie Gunderson	Principal
Karina Leposa Schmitt	Education Support Employee
Jamie Mackereth	Teacher
Dave Crawford	Teacher
Sue Ramirez	Education Support Employee
Natalie Simper	Parent
Amelia Cepeda	Business/Community
Rafael Lopez	Business/Community
Tammy Sturtevant	Parent
Christian Cavanagh	Parent
Corey Ferguson	Parent

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

Every year, the School Advisory Council (SAC) at Pinewoods Elementary School is presented with up to date data as compared to the last school year's School Improvement Plan (SIP). This information is always shared at the first meeting of the new year. The SAC then discusses the goals and achievement data, including causes, effects, problems, and solutions, in order to develop a plan of action for the new school year. Before a new plan is put into place, the SAC will have to vote for approval of the new goals and budget.

b. Development of this school improvement plan

The School Advisory Council (SAC) shall assist the school leadership team in the development of the School Improvement Plan (SIP) by reviewing school performance data to identify areas for improvement and determine the causes of low performance. The SAC will then review the SIP, approve it through peer review, and revisit the document throughout the year.

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

The School Advisory Council (SAC) shall assist the school leadership team in the development of the annual budget by analyzing areas for improvement and determining the causes of low performance in order to allocate funds appropriately. The SAC will then review the budget, approve it through peer review, and revisit the plan throughout the year.

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

Last year the SIP budget was used to purchase Florida Ready workbooks to be used for Standards-based instruction with all students. The total amount budgeted was \$3,664.00.

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
Gunderson, Leslie	Principal
Falzone, Gina	Assistant Principal
Mackereth, Jamie	Instructional Coach
Shine, Rebecca	Instructional Coach

b. Duties

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

The major initiatives of the LLT will be to raise student achievement through progress monitoring, implementing explicit research based interventions and modeling these strategies for the teachers. The Pinewoods LLT will promote the alignment of reading and writing through the grade levels. A major goal for the LLT will be that all subgroups will make learning gains. In addition, the LLT has formed a phonics cadre that will facilitate implementing highly effective instructional strategies in phonics for each grade level (combining best practices from Really Great Reading and Spalding Phonics).

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.

In order to encourage positive working relationships between teachers, including collaborative planning and instruction, the teachers at Pinewoods Elementary function as Professional Learning Communities (PLCs). Through PLCs; every grade level creates a plan to develop a systematic continuous improvement process for improving student learning. PLCs meet to revisit their plan, analyze data and its alignment with school improvement goals, and to plan standards-based differentiated lessons for all learners. PLC meetings occur every week, in addition to one full day meeting at the end of the school year to review the success of the program.

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

All teachers who are in-field and highly qualified are given first consideration for hire. Administrators will meet with new teachers on a quarterly basis or more often if deemed necessary. Developing professionals will be assigned a mentor teacher to assist with school procedures, management, and curriculum within the first 30 days of the school year. There is a preschool meeting with all teachers new to Pinewoods Elementary called the "New to Pinewoods Meeting". The focus of this meeting is to review school policies and procedures, review the school curriculum, review instructional staff handbook, and tour the school campus.

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

During the 2016-2017 school year, new teachers to the school district are engaged in the APPLES program. Through this program developing professionals are assigned mentors to assist them throughout the year with planning, assessing, instructing and implementing instructional strategies into daily practice. At the school level, we provide the opportunity for new teachers to observe master teachers, as well as attending quarterly "New to Pinewoods" meetings where the agendas are created based on the developing professionals' needs. Each developing professional is paired with a mentor teacher who has completed the mandatory collegial coaching training.

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.

In order to ensure that core instructional programs and materials are aligned to Florida's standards, Pinewoods Elementary uses district adopted curriculum in all subject areas, as well as follows the district created academic plans for Literacy (includes ELA, Science and Social Studies standards) and Math. Focusing on the Universal Backwards Design model, teachers received training on the planning process, unpacking the Florida standards, and Standards-Based Instruction to support their instruction. In addition, the teachers will be provided with continuous support of the Backwards Design model throughout the school year. On a monthly basis teachers receive professional development on a variety of ways to deliver standards based instruction.

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.

Each grade level has designated a block of time during the school day in order to provide students with differentiated standards based instruction. This instruction is designed to meet students' individual needs. Each teacher has analyzed data in order to determine each child's ability level on every Florida standard. The students in each grade level will be sorted into an enrichment, on-level or intervention group based on their needs for that specific standard. The teachers will determine the number groups for each level making sure to keep the intervention groups to a low teacher/student ratio. The students will be provided instruction at their level. The teachers will then meet every Thursday during a professional learning community to discuss their student's progress and regroup them for the next time the standard is taught during W.I.N. (what I need) time.

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: Extended School Day

Minutes added to school year: 1,200

We extend the learning opportunity for our students who fall into the lowest 25% for their grade level. A certified teacher meets with our students twice a week for 10 weeks to assist with any math strategies that they may be struggling with. This group has a maximum of 15 students at any given time.

Strategy Rationale

By extending the learning opportunity for our students more time will be provided for mastery of Florida's standards.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gunderson, Leslie, leslieag@leeschools.net

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

Data will be collected and analyzed via their data folders. We will be able to determine the effectiveness of small group instruction and remediation by looking at their classroom assessments.

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.

Beginning in the spring semester, prior to entry into kindergarten, there is a kindergarten orientation for incoming students to familiarize themselves with the school and the kindergarten teachers. In addition, once assigned to Pinewoods, parents are invited to bring their new kindergartener to school for lunch and a private tour of the school to help them get more acclimated. Then just before the school year begins, incoming students are invited to the school to a 'Meet your Teacher' event where they can come with their parents to meet the new teacher, visit the classroom and see where they will be sitting when they arrive.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The students of Pinewoods Elementary will demonstrate learning gains in ELA and math.
- G2.** All stakeholders will be provided a safe environment for teaching and learning while on the campus of Pinewoods Elementary.

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. The students of Pinewoods Elementary will demonstrate learning gains in ELA and math. 1a

 G082826

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	59.0
Math Gains	75.0

Targeted Barriers to Achieving the Goal 3

- Time and human resource

Resources Available to Help Reduce or Eliminate the Barriers 2

- Creative planning
- Instructional Coaching staff

Plan to Monitor Progress Toward G1. 8

STAR reading results and classroom assessment results.

Person Responsible

Leslie Gunderson

Schedule

Quarterly, from 9/19/2016 to 5/19/2017

Evidence of Completion

Teachers will complete a data tracker that follows each student's gains over the course of the year. This tracker will include information on how they performed on last year's assessment as well as their current progress.

G2. All stakeholders will be provided a safe environment for teaching and learning while on the campus of Pinewoods Elementary. 1a

G082827

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	90.0

Targeted Barriers to Achieving the Goal 3

- Adequate supervision of all students during recess.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Paraprofessionals
- Creative scheduling

Plan to Monitor Progress Toward G2. 8

Monthly safety committee meeting minutes

Person Responsible

Gina Falzone

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Weekly meeting minutes to be submitted to Gina Falzone.

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. The students of Pinewoods Elementary will demonstrate learning gains in ELA and math. **1**

 G082826

G1.B1 Time and human resource **2**

 B219511

G1.B1.S1 Not enough time in the school day to cover all standards for longer periods of time. **4**

 S231862

Strategy Rationale

We will implement more creative schedules to maximize instruction by reducing interruptions (transitions, special programs, traffic patterns).

Action Step 1 **5**

We will implement a more creative schedule to reduce the amount of interruptions to instruction.

Person Responsible

Leslie Gunderson

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Master schedule and lesson plans.

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

Administrators will perform classroom walk throughs on a regular basis.

Person Responsible

Leslie Gunderson

Schedule

Monthly, from 9/12/2016 to 5/19/2017

Evidence of Completion

Walk through data.

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

Quarterly data chats with the administrative team.

Person Responsible

Leslie Gunderson

Schedule

Quarterly, from 9/19/2016 to 5/19/2017


Evidence of Completion

STAR reading assessments and classroom assessments.

G2. All stakeholders will be provided a safe environment for teaching and learning while on the campus of Pinewoods Elementary. 1

 G082827

G2.B1 Adequate supervision of all students during recess. 2

 B219513

G2.B1.S1 Reorganizing the current master schedule to allow for teachers to supervise their own class during recess time. 4

 S231863

Strategy Rationale

By utilizing the paraprofessionals to supervise during lunch, it allows for teachers to supervise their own classes during recess.

Action Step 1 5

Reorganize the master schedule.

Person Responsible

Gina Falzone

Schedule

On 8/26/2016

Evidence of Completion

Copy of the master schedule.

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

Weekly grade level meeting minutes.

Person Responsible

Gina Falzone

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Weekly minutes documenting implementation of recess schedule.

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

Leadership meetings

Person Responsible

Gina Falzone

Schedule

Monthly, from 8/29/2016 to 5/19/2017

Evidence of Completion

Leadership meeting minutes

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					
G2.B1.S1.A1 A296480	Reorganize the master schedule.	Falzone, Gina	8/24/2016	Copy of the master schedule.	8/26/2016 one-time
G1.MA1 M299801	STAR reading results and classroom assessment results.	Gunderson, Leslie	9/19/2016	Teachers will complete a data tracker that follows each student's gains over the course of the year. This tracker will include information on how they performed on last year's assessment as well as their current progress.	5/19/2017 quarterly
G1.B1.S1.MA1 M299799	Quarterly data chats with the administrative team.	Gunderson, Leslie	9/19/2016	STAR reading assessments and classroom assessments.	5/19/2017 quarterly
G1.B1.S1.MA1 M299800	Administrators will perform classroom walk throughs on a regular basis.	Gunderson, Leslie	9/12/2016	Walk through data.	5/19/2017 monthly
G2.B1.S1.MA1 M299802	Leadership meetings	Falzone, Gina	8/29/2016	Leadership meeting minutes	5/19/2017 monthly
G2.MA1 M299804	Monthly safety committee meeting minutes	Falzone, Gina	8/29/2016	Weekly meeting minutes to be submitted to Gina Falzone.	5/26/2017 weekly
G1.B1.S1.A1 A296479	We will implement a more creative schedule to reduce the amount of interruptions to instruction.	Gunderson, Leslie	8/10/2016	Master schedule and lesson plans.	5/26/2017 daily
G2.B1.S1.MA1 M299803	Weekly grade level meeting minutes.	Falzone, Gina	8/29/2016	Weekly minutes documenting implementation of recess schedule.	5/26/2017 weekly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	We will implement a more creative schedule to reduce the amount of interruptions to instruction.				\$0.00
2	G2.B1.S1.A1	Reorganize the master schedule.				\$3,664.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0431 - Pinewoods Elementary School	School Improvement Funds		\$3,664.00
			Notes: Classroom materials to support our WIN (What I Need) time including Ready Florida books to focus on standards-based instruction.			
Total:						\$3,664.00