



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Pinedale Elementary School

4229 EDISON AVE

Jacksonville, FL 32254

904-381-7490

<http://www.duvalschools.org/pinedale>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 76%
Alternative/ESE Center No	Charter School No	Minority Rate 84%

School Grades History

2013-14 A	2012-13 B	2011-12 B	2010-11 A
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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.

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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 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
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School

Pinedale Elementary School

Principal

Alicia Hinson

School Advisory Council chair

Melisa James

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

Name	Title
Tabatha Bennett	Assistant Principal
Collondra Reese	Guidance Counselor
Elena Smalls-Holland	Reading Interventionist
Stacy Masciarelli	PreK Teacher
Frances Christian	Kindergarten Teacher
Melinda Bronner	1st grade Teacher
Felicia Thomas	2nd grade Teacher
Latonya Mitchell	3rd grade Teacher
Rachel Lewis	4th grade Teacher
Steven Walden	5th Grade Teacher
Marlow Brown	CSS Site Coach

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

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

- Alicia Hinson--Principal
- AnTia Marshall--Project Manager for Communities In Schools
- Melisa James--3rd gr. teacher
- Sue Hightower--Teacher

Ivy Clark--Parent
Julianna Sudler--Business Partner/volunteer Liaison
Gerald Tucker--Parent
Latonya Reynolds--Parent
Belinda Gammage--Community Partner
Tina Bacon--Community Partner

Involvement of the SAC in the development of the SIP

The members of the SAC team will be provided trend and current data to determine the needs of the school to maintain student achievement and continue to focus on targeted sub-groups for improvement. The SAC team will also determine if needed, the monetary allocations that are aligned with improving student achievement.

Activities of the SAC for the upcoming school year

1. Increase parental involvement
2. Meetings once a month
3. Maintain/increase student achievement

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

1. Student composition books for interactive journals
2. Provide student agendas school-wide
3. Educational field trips
4. Supporting the Robotics Club and/or STEM Projects
5. Attendance recognition

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:

Alicia Hinson		
Principal	Years as Administrator: 9	Years at Current School: 4

Credentials

Superintendent's Licensure (State of Ohio)
 School Principal
 Master's Degree in Educational Leadership
 Bachelor's Degree in Elementary Education

Performance Record

Pinedale Elementary School 2012-2013 Grade: B
 Reading Proficiency: 42% LG: 86% Lowest 25%: 84%
 Math Proficiency: 48% LG: 74% Lowest 25%: 77%
 Science Proficiency: 45%
 Writing Proficiency: 53%
 Met AMO: No
 Pinedale Elementary 2011-2012: Grade: B
 Reading: Proficiency—60% LG---57% Lowest 25%--71%
 Math: Proficiency—65% LG---53% Lowest 25%--60%
 Science: Proficiency—26%
 Writing: Proficiency—103%
 Met AYP(Reading and Math): NO
 Pinedale Elementary 2010-2011 Grade: A
 Reading Proficiency- 48% Learning Gains- 73%. Lowest 25%-80%
 Math Proficiency-76% Learning Gains- 87% Lowest 25 %--83%
 Science: Proficiency-30%
 Writing: Proficiency—91%
 Met AYP(Reading and Math): YES

Tabatha Bennett		
Asst Principal	Years as Administrator: 11	Years at Current School: 1
Credentials	Master's Degree in Educational Leadership School Principal Bachelor's Degree in Biology (6-12) Middle grades endorsement	
Performance Record	Butler Middle 2012-1013 school grade: F (407) 7th grade RDG: 26% 7th grade MA: 29% 8th grade Sci: 13% Writing: 58% Butler Middle 2011-2012 school grade: D (445) 7th grade RDG: 25% 7th grade MA: 16% 8th grade Sci: 24% Writing: 34% Paxon 2010-2011 school grade: D (411) 7th grade RDG: 41% 7th grade MA: 37% 8th grade Sci: 24% Writing: 74%	

Instructional Coaches

of instructional coaches
3

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

Instructional Coach Information:

Nikki Jackson		
Full-time / School-based	Years as Coach: 4	Years at Current School: 4
Areas	Reading/Literacy	
Credentials	Bachelor's Degree in Elementary Education 1-6	
Performance Record	Pinedale Elementary School 2012-2013 Grade: B Reading Proficiency: 42% LG: 86% Lowest 25%: 84% Pinedale Elementary School Grade: B 2011-2012 Proficiency- 60% Learning Gains- 57%. Lowest 25%- 71% Pinedale Elementary Grade: A 2010-2011 Proficiency- 48% Learning Gains- 73%. Lowest 25%- 80% Martin Luther King, Jr .Grade: B Proficiency-59%, Learning Gains-67% ,Lowest 25%– 68%	

Gladys Thompson		
Full-time / School-based	Years as Coach: 3	Years at Current School: 4
Areas	Mathematics	
Credentials	Bachelor's Degree in Elementary Education Middle School Mathematics	
Performance Record	Pinedale Elementary School 2012-2013 Grade: B Math Proficiency: 48% LG: 74% Lowest 25%: 77% Pinedale Elementary Grade B 2011-2012 Proficiency-65%, Learning Gains-53% ,Lowest 25%– 60% Pinedale Elementary Grade A 2010-2011 Math Proficiency-76%, Learning Gains- 87%, Lowest 25 %--83%	

Andrea Elsner		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Science	
Credentials	Master's Degree in Curriculum Instruction for Science Education Bachelor's Degree in Elementary Education Certified K-6	
Performance Record	Pinedale Elementary School 2012-2013 Grade: B Science Proficiency: 45% Grade: D 2011/2012 Proficiency – 19% Grade: D 2010/2011 Proficiency – 33% Grade: C 2009/2010 Proficiency – 23%	

Classroom Teachers

# of classroom teachers	54
# receiving effective rating or higher	52, 96%
# Highly Qualified Teachers	87%
# certified in-field	54, 100%
# ESOL endorsed	9, 17%
# reading endorsed	3, 6%
# with advanced degrees	15, 28%

National Board Certified

0, 0%

first-year teachers

5, 9%

with 1-5 years of experience

19, 35%

with 6-14 years of experience

17, 31%

with 15 or more years of experience

13, 24%

Education Paraprofessionals

of paraprofessionals

15

Highly Qualified

15, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

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

1. Recruiting: District recruitment and postings, school interview teams; interviewing questions specific to position--Principal and Leadership Team
2. Pre-planning training/Team Building--Administration/Coaches
3. Certified mentors assigned to new hires--Professional Development Facilitator (PDF)
4. Coaching Support--School-based/District Coaches

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

Mentors are paired with new teachers to build capacity and support within the school by offering times to meet and collaborate, complete paperwork based on district timeline and to answer any questions or concerns that may arise. Mentors were selected based on years of experience, CET certification, leadership experience and subject/content area expertise. Meetings are planned to document and review/reflect observations, provide support in implementing effective instructional strategies, classroom management, analyzing and utilizing data and differentiated instruction.

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 RtI Team includes these key positions:

1. Principal
2. Academic Coaches
3. Guidance Counselor/ RtI Facilitator
4. ESE Site Coach if needed
5. District Support
6. General Ed. Teachers/Exceptional Student Education

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

The RtI Leadership Team meets every other Monday during the day to engage in school-wide problem solving.

The RtI team will focus meetings around the following academic and behavioral questions:

1. What do we expect the students to learn?
2. How do we know they have or have not learned what was expected?
3. What will we do when they do or do not learn?
4. What evidence do we have to support our responses?

The team meets to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. In addition to the oversight work of the RtI Team, other building instructional teams (School Improvement Plan and grade level teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):

- a. Identifying and analyzing systematic patterns of student need
- b. Identifying appropriate evidence-based differentiation and intervention strategies
- c. Implementing and overseeing progress monitoring
- d. Analyzing progress monitoring data and determining next steps

For the most intensive interventions at Tier 3 in the 2013-2014 school year, the RtI Team structure will be used collaboratively with the building instructional teams (PLC, grade level teams, and/or content area teams) to provide classroom support for students. Tutors are available for additional Tier II and Tier III support.

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

The Leadership Team/RtI Team and Academic Coaches will lead the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the online template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The Leadership Team/RtI Team finalizes the plan. The School Improvement Plan becomes the guiding document for the work of the school. The

Leadership Team regularly revises and updates the plan as the needs of students change throughout the school year.

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

Baseline data: Progress Monitoring and Reporting Network (PMRN)/FLKRS, CGA's, iReady, DAR and Florida Comprehensive Assessment Test (FCAT), IOWA, VPK Assessment, FCAT 2.0 Writing Assessment

Midyear: CGA's, VPK Assessment, FCAT 2.0 Writing Assessment

End of year: CGA's, FCAT, IOWA, DAR, iReady, VPK Assessment

Frequency of data review: Each grade level meets bi-weekly with members of the Leadership Team and Academic Coaches to review student performance data and plan for instruction based on that information.

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

District and School-based support staff will provide Professional Development for the staff throughout the school year. Additional trainings will be conducted throughout the school year from the RtI Team as needed. Trainings will take place during the following times:

1. Professional learning communities
2. Early Release Training
3. Collaborative planning

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: Extended Day for All Students

Minutes added to school year: 54,000

Students will be grouped in intensive/enrichment groups based on various assessment data points and reviewed periodically to determine effectiveness of skills/content being taught.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Various assessment data will be analyzed to determine effectiveness and groupings may/may not change.

Who is responsible for monitoring implementation of this strategy?

Administration, Academic Coaches, Guidance Counselor and teachers will be responsible for monitoring and tracking student improvement. Data will be analyzed during collaborative planning early release trainings to determine next steps.

Strategy: Weekend Program

Minutes added to school year: 2,160

Teachers are provided high-quality professional development (6) Saturday's a year based on the needs of the school and teaching staff to improve teacher effectiveness and instructional delivery.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

Through informal and formal observations

Who is responsible for monitoring implementation of this strategy?

Administration

Strategy: Before or After School Program

Minutes added to school year: 6,600

Students are immersed in academics for (1) hour a day (4) days a week that is aligned with the data from the school day, targeting areas of needed improvement. Resources such as Reflex Math, iReady lessons, Empowering Teachers, etc... are used to teach students attending the after-school program.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Students are assessed and data is analyzed to see if students are improving academically. Lessons are retaught and/or teachers move on with the next area of needed improvement.

Who is responsible for monitoring implementation of this strategy?

Teachers in the after-school program and the academic liaison is responsible for monitoring and tracking data for improvement.

Literacy Leadership Team (LLT)

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

Name	Title
Nikki Jackson	Reading Coach
Shemeka Oliver	Kindergarten Teacher
Melinda Bronner	1st grade teacher
L. Nicole McCray	2nd grade teacher
Samantha Brady	3rd grade teacher

Name	Title
Rachel Lewis	4th grade teacher
Steven Walden	5th grade teacher
Jamel Dunn	CSS teacher
Viola Newton	PreK Teacher

How the school-based LLT functions

1. Serves as the leadership for grade level or group in making decisions about curriculum practices in reading and writing
2. Facilitates professional development during monthly meetings to address student achievement and best practices based on student data
3. Responsible for communicating ideas and concerns with administration
4. Implementation and awareness of literacy activities and programs
5. Development of goals, strategies and action plan for the SIP

Major initiatives of the LLT

1. Common Core Implementation
2. Increase opportunities to read more
3. Use of Ipads to encourage/increase reading
4. Book It! Program
5. Accelerated Reader Program coordinated/monitored by Media Specialist
6. MimioSprout for all PreK-1st grade students and CSS students
7. Celebrate National Young Reader's Week and Literacy Week
8. Celebrate Dr. Seuss' Birthday

Every Teacher Contributes to Reading Instruction

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

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

Florida requires that communities and schools collaborate to prepare children and families for children's success in school. Pinedale Elementary has a preschool program for 4 year olds, and one "blended" 4 year old preschool program consisting of a classroom ratio of 10 basic students and 8 ESE students. The program is funded through Title I. Each year children are invited to the school for an orientation visit from local preschool and daycare programs. Money is allocated for field trips, classroom supplies, manipulatives, literacy activities, and a classroom library. Staff consists of a certified classroom teacher and full-time paraprofessional, with support from coaching staff and administration. The program provides instruction in pre-readiness skills in preparation for entering kindergarten and follows the state adopted standards for prekindergarten. An open line of communication exists between the teacher and parent. Students are assessed three times a year using the VPK assessment to determine their readiness for kindergarten. The teacher conferences with parents after each assessment as needed. Teachers will also implement the Nemours BrightStart curriculum to eligible students.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

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	43%	44%	Yes	49%
American Indian				
Asian				
Black/African American	43%	59%	Yes	48%
Hispanic				
White	47%	70%	Yes	52%
English language learners				
Students with disabilities	43%	53%	Yes	49%
Economically disadvantaged	45%	62%	Yes	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	27%	35%
Students scoring at or above Achievement Level 4	17	11%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	40%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	51%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		86%	87%
Students in lowest 25% making learning gains (FCAT 2.0)		84%	85%

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	15	53%	49%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	61%	40%	No	65%
American Indian				
Asian				
Black/African American	59%	34%	No	63%
Hispanic				
White	70%	79%	Yes	73%
English language learners				
Students with disabilities	53%	58%	Yes	57%
Economically disadvantaged	62%	34%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	74%	64%
Students scoring at or above Achievement Level 4	12	26%	53%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	48%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	48%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	56	64%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	15	77%	79%

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	[data excluded for privacy reasons]		35%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		75%
Students scoring at or above Level 7	[data excluded for privacy reasons]		25%

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)	5		7
Participation in STEM-related experiences provided for students	389	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	42	15%	10%
Students retained, pursuant to s. 1008.25, F.S.	20	6%	3%
Students who are not proficient in reading by third grade	25	60%	55%
Students who receive two or more behavior referrals	32	11%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	60	21%	10%

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

See PIP

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

Safety

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of school personnel carrying walkie talkies	75	9%	25%
ensure outside gates/entryways are locked by 8:45 A.M. daily	5	100%	100%

Goals Summary

- G1.** Increase the percentage of students scoring at Level 3 or higher on the Science FCAT 2.0 from 45% to 55%
- G2.** 70% (192) of students will be proficient on district and state assessments.
- G3.** Increase STEM participation at Pinedale Elementary for all students.
- G4.** Increase the percentage of students scoring at a level 3 or higher on the Reading FCAT 2.0 assessment from 42% to 50% .
- G5.** 20 (34) % will increase on the content area: Number: Fractions on FCAT 2.0
- G6.** [copied goal - enter new description]
- G7.** Increase the percentage of students scoring at a 3.5 or higher on FCAT Writes from 53% to 55%.
- G8.** Decrease the number of students missing 20 or more days by 10% (38).
- G9.** Decrease the number of students who received two or more discipline referrals from 11% (32) to 5% (14)
- G10.** To increase safety on school grounds

Goals Detail

G1. Increase the percentage of students scoring at Level 3 or higher on the Science FCAT 2.0 from 45% to 55%

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Science Coach
- Science Lab & Computer Lab
- Science Non-Fiction Classroom Libraries
- Zoobooks, Scholastic, Time for Kids
- Engineering is Elementary (EiE)
- More Picture Perfect Science Lessons
- Thematic Content Activities (Extensions) Blue Bins
- Interactive Journals
- Gizmos - www.explorellearning.com
- FCAT Explorer
- District Science Specialist

Targeted Barriers to Achieving the Goal

- 61% (19) of 5th Graders are reading below grade level.
- Student lack of science background knowledge coming into 5th Grade

Plan to Monitor Progress Toward the Goal

Common Planning Logs

Person or Persons Responsible

Teachers, Science Coach, Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

During common planning teachers will unpack standards, analyze data, analyze student work, revise lesson plans based on student data, and collaborate on best practices, and lesson planning.

G2. 70% (192) of students will be proficient on district and state assessments.

Targets Supported

Resources Available to Support the Goal

- District Specialists Mathematics Coach Mathematics Interventionist Teachers Administration SuccessMaker i-Ready Diagnostic FCAT 2.0 Data

Targeted Barriers to Achieving the Goal

- Student efficacy (work ethic) and lack of critical thinking skills.

Plan to Monitor Progress Toward the Goal

Common planning time, early release time and Saturdays will be used to collaborate, analyze student work and revise lesson plans to utilize critical thinking skills.

Person or Persons Responsible

Coaches/Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Students will be proficient on district and state assessments.

G3. Increase STEM participation at Pinedale Elementary for all students.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Brick Labs
- AIMS Activities: Activities Integrating Math and Science
- Mimio Boards in every classroom
- Computers in every classroom.
- EiE (Engineering is Elementary)
- FCAT Explorer / Study Jams / Gizmos
- Clickers

Targeted Barriers to Achieving the Goal

- Students are not familiar with the integration of Science, Technology, Engineering and Math.

Plan to Monitor Progress Toward the Goal

Increase student engagement and productivity on STEM Assignments

Person or Persons Responsible

Science Coach, Math Coach, Administration

Target Dates or Schedule:

ongoing

Evidence of Completion:

Lesson plans, common planning logs, classroom walkthrough, completed artifacts or prototypes, and observations, teacher made assessments.

G4. Increase the percentage of students scoring at a level 3 or higher on the Reading FCAT 2.0 assessment from 42% to 50% .

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- Time For Kids
- Novel Studies
- Reading Interventionist
- Text Talk
- The Comprehension Toolkit- Language and Lessons for Active Literacy
- Junior Great Books
- Accelerated Reader
- SuccessMaker
- FCAT Explorer

Targeted Barriers to Achieving the Goal

- Student's performance data from the 2013 FCAT indicates that there is a deficiency in Reporting category 1- Vocabulary. Students have difficulty determining the meaning of words using context clues and identifying synonyms and antonyms.
- Student's performance data from the 2013 FCAT indicates that there is a deficiency in Reporting category 2- Reading Application. Students have difficulty reading and comprehending literature and nonfiction text independently and proficiently.

Plan to Monitor Progress Toward the Goal

Reading Assessments

Person or Persons Responsible

School administration and the reading coach

Target Dates or Schedule:

The reading coach will schedule monthly data chats/reviews of curriculum guide assessments along with monthly assessment data to monitor students improvement and guide instruction as needed.

Evidence of Completion:

Formative Assessments: Monthly SuccessMaker reports, district curriculum guides assessments, grade level common assessments, student artifacts, anecdotal notes Summative Assessment: 2014 FCAT 2.0

G5. 20 (34) % will increase on the content area: Number: Fractions on FCAT 2.0

Targets Supported

- 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)

Resources Available to Support the Goal

- Administration Math Coach Math Interventionist Teachers i-Ready Diagnostic SuccessMaker computer program Reflex math computer program FCAT Prep materials

Targeted Barriers to Achieving the Goal

- Lack of background knowledge of basic multiplication facts

Plan to Monitor Progress Toward the Goal

Reflex math Review charts

Person or Persons Responsible

Students

Target Dates or Schedule:

Three times weekly.

Evidence of Completion:

Daily and weekly collaboration and testing to determine 80% accuracy

G6. [copied goal - enter new description]

Targets Supported

- 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)

Resources Available to Support the Goal

- Administration Math Coach Math Interventionist Teachers i-Ready Diagnostic SuccessMaker computer program Reflex math computer program FCAT Prep materials

Targeted Barriers to Achieving the Goal

- Lack of background knowledge of basic multiplication facts

Plan to Monitor Progress Toward the Goal

Reflex math Review charts

Person or Persons Responsible

Students

Target Dates or Schedule:

Three times weekly.

Evidence of Completion:

Daily and weekly collaboration and testing to determine 80% accuracy

G7. Increase the percentage of students scoring at a 3.5 or higher on FCAT Writes from 53% to 55%.

Targets Supported

- Writing
- EWS - Elementary School

Resources Available to Support the Goal

- Razzle Dazzle Writing
- The Trait Crate (6 Trait Writing)
- 2012 FCAT Writing Anchor Sets
- Mentor Texts
- Mastering the Mechanics
- Step Up to Writing

Targeted Barriers to Achieving the Goal

- Students' performance data from the 2013 FCAT Writing indicates that students require additional support with sufficient, specific, and relevant development of support.
- Students' performance data from the 2013 FCAT Writing indicates that students require additional support with overall control of the basic conventions of standard English,.

Plan to Monitor Progress Toward the Goal

Writing prompts

Person or Persons Responsible

Administration and the reading coach

Target Dates or Schedule:

ongoing

Evidence of Completion:

Writers' notebooks, writing samples, writing portfolios

G8. Decrease the number of students missing 20 or more days by 10% (38).

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- home visits, address verification, referrals to outside agencies.

Targeted Barriers to Achieving the Goal

- high mobility

Plan to Monitor Progress Toward the Goal

Monthly attendance reports

Person or Persons Responsible

Guidance Counselor and Truancy Officer

Target Dates or Schedule:

Monthly; End of Year

Evidence of Completion:

End of Year Attendance Analysis Report; Closed Case report from Truancy Department

G9. Decrease the number of students who received two or more discipline referrals from 11% (32) to 5% (14)

Targets Supported

- EWS - Elementary School
- Additional Targets

Resources Available to Support the Goal

- CHAMP/Foundations Implementation
- Parent/Teacher Conferences
- Behavior Contracting

Targeted Barriers to Achieving the Goal

- Lack of fidelity in the implementation of classroom rituals and routines (CHAMPS and Foundations)

Plan to Monitor Progress Toward the Goal

Monthly discipline reports; teacher/parent referrals for outside agencies; teacher referrals for support via the Multi-tiered System of Support (RtI)

Person or Persons Responsible

Administrators, School Counselor, Classroom Teacher, Instructional Support Personnel, School Psychologist

Target Dates or Schedule:

Monthly RtI Meetings, Weekly Collaborative Meetings

Evidence of Completion:

Discipline referral data; formal evaluation referral data; Outside resource referral data.

G10. To increase safety on school grounds

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- Security Guard; fencing around campus; Resource Officer

Targeted Barriers to Achieving the Goal

- Multiple school district programs are located on the school's campus.

Plan to Monitor Progress Toward the Goal

Security logs

Person or Persons Responsible

Security Officers; Resource Officer; Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Security Logs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the percentage of students scoring at Level 3 or higher on the Science FCAT 2.0 from 45% to 55%

G1.B1 61% (19) of 5th Graders are reading below grade level.

G1.B1.S1 Embed reading strategies into science instruction.

Action Step 1

Use of Interactive Journals

Person or Persons Responsible

All Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Graphic Organizers/ Vocabulary/ Use of Reading Strategies evident.

Facilitator:

District Science Coach

Participants:

3-5 teachers during Common Planning

Action Step 2

Through Interactive Student Textbooks focus on Reading Strategies; Text Features, Predicting, Inference, Questioning, Sequence, Draw Conclusions, Compare and Contrast, Cause and Effect, Main Idea and Details

Person or Persons Responsible

Classroom teachers K-5

Target Dates or Schedule

Weekly

Evidence of Completion

Evidence of strategies being used (highlighting/ underlining/ Graphic Organizers) within text or transferred to Interactive Journal.

Action Step 3

Use More Picture Perfect Science Lessons to integrate reading strategies into science content.

Person or Persons Responsible

K-4

Target Dates or Schedule

As Lessons align to science content

Evidence of Completion

Integration into Lesson plans, student artifacts, student summaries and reflections.

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

Lesson Plan Checks and Common Planning

Person or Persons Responsible

Administration & Science Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Resources and strategies being used should be evident within the Lesson Plan as well as student work being documented within Interactive Journals

Plan to Monitor Effectiveness of G1.B1.S1

Data from Reading CGA's & Science CGA's

Person or Persons Responsible

Classroom Teachers, Coaches, Administration

Target Dates or Schedule

End of the Quarter

Evidence of Completion

Improvement of Reading CGA as well as Science CGA's when looking at students' overall performance.

G1.B2 Student lack of science background knowledge coming into 5th Grade

G1.B2.S1 Increase fidelity of science instruction throughout the school.

Action Step 1

Utilize the Science Lab

Person or Persons Responsible

Students, Teachers, Science Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Common Planning Logs, Student Journals and Lab Sheets and Reflection Forms.

Action Step 2

Impliment Coaching Cycle

Person or Persons Responsible

Teachers, Science Coach, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in the fidelity of instruction as evidenced by student understanding and ability to explain specific science content or scenarios, Coaching Logs and Tracking Forms

Action Step 3

Common Planning - Meet together to analyze data, create lessons plans and reflect on previous lessons.

Person or Persons Responsible

Teachers, Science Coach, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Common planning logs and coaching logs

Action Step 4

Science related field trips which are aligned to the NGSSS.

Person or Persons Responsible

Teachers, Science Coach, Administration

Target Dates or Schedule

Ongoing throughout the year.

Evidence of Completion

Lesson plans, common planning logs

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Perform informal/ formal observations, Implement ongoing support for teachers through structured common planning and implementing the coaching cycle when necessary.

Person or Persons Responsible

Administration and Science Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Common Planning Logs, classroom walkthroughs, IPDP's, Pre/Post Observation Conference Reflections, and Coaching Logs.

Plan to Monitor Effectiveness of G1.B2.S1

Look at student performance on district and state assessments including GGAs, Performance Tasks, and FCAT. Monitor student growth throughout the year.

Person or Persons Responsible

Administration and Science Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Common Planning Logs, classroom walkthroughs, coaching logs, IPDP's, Pre/Post Observation Conference Reflections.

G2. 70% (192) of students will be proficient on district and state assessments.

G2.B1 Student efficacy (work ethic) and lack of critical thinking skills.

G2.B1.S1 Collaborative learning Cycle

Action Step 1

Collaborative Learning Cycle

Person or Persons Responsible

Coaches / Teachers / District Specialists /Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase in the rigor of questioning skills and higher order thinking skills.

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

Collaborative Learning Cycle

Person or Persons Responsible

Administration/ Coaches/Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formal/informal Observation Classroom walk-throughs Data Collection

Plan to Monitor Effectiveness of G2.B1.S1

Support teachers needs through coordination of coaching cycle.

Person or Persons Responsible

Teachers / coaches

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Formal /Informal Observation IDPD

G2.B1.S2 Professional Development - Critical thinking skills

Action Step 1

Professional Development

Person or Persons Responsible

Coaches / Teachers / District Specialists

Target Dates or Schedule

September - November

Evidence of Completion

Increase in the number of students using and applying critical thinking skills.

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

Professional Development

Person or Persons Responsible

Administration/Coaches

Target Dates or Schedule

ongoing

Evidence of Completion

Data Collection Observations Data Chats

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B1.S3 Common Planning for teachers

Action Step 1

Common Planning

Person or Persons Responsible

Coaches / Teachers / District Specialists / Administration.

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Meeting Agendas, Minutes, Informal Observation

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

Schedule for Professional Development Schedule for Common Planning Maintain records of Common Planning documents.

Person or Persons Responsible

Administration / Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Collection, Formal and Informal observations.

Plan to Monitor Effectiveness of G2.B1.S3

Ongoing teacher support through structured common planning

Person or Persons Responsible

Coaches, Administration, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, minutes, data collection, data chats, student work

G3. Increase STEM participation at Pinedale Elementary for all students.

G3.B1 Students are not familiar with the integration of Science, Technology, Engineering and Math.

G3.B1.S1 Increase opportunities for student engagement with STEM Activities

Action Step 1

Science Fair

Person or Persons Responsible

Teachers, Science Coach, Administration

Target Dates or Schedule

December 2013

Evidence of Completion

Classroom projects for school science fair including display board as well as project report.

Action Step 2

Integration of AIMS Activities

Person or Persons Responsible

Teachers, Science and Math Coaches

Target Dates or Schedule

ongoing through out the year.

Evidence of Completion

Student activity logs and artifacts, Lesson plans, common planning logs.

Action Step 3

Implement Engineering is Elementary (EiE) Curriculum

Person or Persons Responsible

2nd - 5th Grade Teachers, Science Coach, Administration

Target Dates or Schedule

Varies for each grade level.

Evidence of Completion

EiE Curriculum Unit Assessment, Common Planning Logs, Lesson Plans, Student Projects

Action Step 4

Brick Labs

Person or Persons Responsible

PreK-1st Grade Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Common Planning Logs, Integration into Lesson Plans

Facilitator:

Science Coach

Participants:

PreK-1st Grade Teachers

Action Step 5

Robotics Club; Selected 4th & 5th Grade Students

Person or Persons Responsible

CSX "Lego League Team", Science Coach, Teacher Advisor

Target Dates or Schedule

2 hours a week. Tuesday and Thursday afternoon during Team Up

Evidence of Completion

Compete in Quarterly Competitions.

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

Lesson plans, Perform informal observations of teachers using STEM resources.

Person or Persons Responsible

Administration, Science Coach, Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, common planning logs, classroom walkthrough and observations.

Plan to Monitor Effectiveness of G3.B1.S1

Increased student engagement and productivity on STEM Assignments

Person or Persons Responsible

Teachers, Science Coach, Math Coach, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, common planning logs, CGA's, classroom walkthrough and observations

G4. Increase the percentage of students scoring at a level 3 or higher on the Reading FCAT 2.0 assessment from 42% to 50% .

G4.B1 Student's performance data from the 2013 FCAT indicates that there is a deficiency in Reporting category 1- Vocabulary. Students have difficulty determining the meaning of words using context clues and identifying synonyms and antonyms.

G4.B1.S1 Instruction should include the use of graphic organizers to build general knowledge of words and meaning.

Action Step 1

Vocabulary graphic organizers

Person or Persons Responsible

All teachers

Target Dates or Schedule

weekly

Evidence of Completion

interactive journals, observations

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

lesson plans

Person or Persons Responsible

Administration/coaches

Target Dates or Schedule

ongoing

Evidence of Completion

anchor charts, interactive notebooks

Plan to Monitor Effectiveness of G4.B1.S1

Interactive notebooks

Person or Persons Responsible

Administration, reading coach

Target Dates or Schedule

ongoing

Evidence of Completion

Formative assessments: Monthly SuccessMaker reports, District Curriculum Guide Assessment, Grade level common assessments, and Diagnostic Assessment of Reading. Summative assessment: 2014 FCAT 2.0

G4.B1.S2 Whole group instruction should include instructional strategies for teaching vocabulary.

Action Step 1

Instructional strategies from various resources ie. Bringing Words to Life

Person or Persons Responsible

K-5 teachers

Target Dates or Schedule

daily

Evidence of Completion

Classroom walkthroughs, observations, interactive notebooks, common lesson plans

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

interactive notebooks

Person or Persons Responsible

Reading coach

Target Dates or Schedule

ongoing

Evidence of Completion

coaching logs

Plan to Monitor Effectiveness of G4.B1.S2

Interactive Notebooks

Person or Persons Responsible

Administration and reading coach

Target Dates or Schedule

ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Curriculum Guide Assessment, Grade level common assessments, and Diagnostic Assessment of Reading. Summative Assessment: 2014 FCAT 2.0

G4.B1.S5 The media specialist provides vocabulary instruction utilizing the Text Talk curriculum.

Action Step 1

Vocabulary instruction during Media resource

Person or Persons Responsible

Media Specialist

Target Dates or Schedule

daily

Evidence of Completion

Weekly word usage tally, vocabulary word wall

Facilitator:

Reading Coach

Participants:

media specialist

Plan to Monitor Fidelity of Implementation of G4.B1.S5

Word tally and Vocabulary word wall

Person or Persons Responsible

Administration ,Reading coach

Target Dates or Schedule

ongoing

Evidence of Completion

coaching logs, lesson plans

Plan to Monitor Effectiveness of G4.B1.S5

Student Application

Person or Persons Responsible

Administration , reading coach

Target Dates or Schedule

ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Curriculum Guide Assessment, Grade level common assessments, and Diagnostic Assessment of Reading. Summative Assessment: 2014 FCAT 2.0

G4.B2 Student's performance data from the 2013 FCAT indicates that there is a deficiency in Reporting category 2- Reading Application. Students have difficulty reading and comprehending literature and nonfiction text independently and proficiently.

G4.B2.S1 Teachers will teach utilization of graphic organizers to help students organize their thoughts as it relates to the reading skill.

Action Step 1

Graphic organizers

Person or Persons Responsible

K-5

Target Dates or Schedule

Daily

Evidence of Completion

interactive journals, anchor charts, bulletin boards, common lesson plans and graphic organizers

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Interactive notebook, lesson plans

Person or Persons Responsible

Administration , reading coach

Target Dates or Schedule

ongoing

Evidence of Completion

classroom artifacts, interactive notebooks,common lesson plans

Plan to Monitor Effectiveness of G4.B2.S1

interactive notebook

Person or Persons Responsible

Administration , reading coach

Target Dates or Schedule

ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Curriculum Guide Assessment, Grade level common assessments, STAR assessment, and Diagnostic Assessment of Reading.
Summative Assessment: 2014 FCAT 2.0

G4.B2.S2 Teachers will utilize the gradual release mode daily during whole group instruction.

Action Step 1

Structured Teaching

Person or Persons Responsible

K-5

Target Dates or Schedule

daily

Evidence of Completion

Observations, lesson plans

Facilitator:

Academic Coaches

Participants:

K-5

Plan to Monitor Fidelity of Implementation of G4.B2.S2

lesson plans

Person or Persons Responsible

Administration , reading coach

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans, interactive journals

Plan to Monitor Effectiveness of G4.B2.S2

Student application

Person or Persons Responsible

Administration , reading coach

Target Dates or Schedule

ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Curriculum Guide Assessment, Grade level common assessments. Summative Assessment: 2014 FCAT 2.0

G4.B2.S3 Teachers will participate in coaching cycles and lesson studies to improve reading instruction.

Action Step 1

Coaching cycle and Lesson Study

Person or Persons Responsible

K-5

Target Dates or Schedule

Once a quarter

Evidence of Completion

Coaching logs, lesson study forms

Plan to Monitor Fidelity of Implementation of G4.B2.S3

Coaching Cycle , Lesson Study

Person or Persons Responsible

Administration , reading coach

Target Dates or Schedule

quarterly

Evidence of Completion

coaching logs, lesson study artifacts, observations, student achievement

Plan to Monitor Effectiveness of G4.B2.S3

Classroom instruction

Person or Persons Responsible

Administration , reading coach

Target Dates or Schedule

ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Curriculum Guide Assessment, Grade level common assessments, and Diagnostic Assessment of Reading. Summative Assessment: 2014 FCAT 2.0

G4.B2.S4 Students will cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text through close reading.

Action Step 1

Close Reading

Person or Persons Responsible

2nd-5th grade

Target Dates or Schedule

weekly

Evidence of Completion

interactive journals, observations, student work

Facilitator:

Reading coach

Participants:

2nd-5th teachers

Plan to Monitor Fidelity of Implementation of G4.B2.S4

classroom instruction

Person or Persons Responsible

Administration , reading coach

Target Dates or Schedule

ongoing

Evidence of Completion

coaching logs, observations, interactive journals

Plan to Monitor Effectiveness of G4.B2.S4

Classroom artifacts

Person or Persons Responsible

Administration , reading coach

Target Dates or Schedule

ongoing

Evidence of Completion

Formative Assessments: Monthly SuccessMaker reports, District Curriculum Guide Assessment, Grade level common assessments, STAR assessment, and Diagnostic Assessment of Reading.
Summative Assessment: 2014 FCAT 2.0

G5. 20 (34) % will increase on the content area: Number: Fractions on FCAT 2.0

G5.B1 Lack of background knowledge of basic multiplication facts

G5.B1.S3 Common Planning

Action Step 1

Professional Development of different ways to teach multiplication facts.

Person or Persons Responsible

Coaches, Teachers

Target Dates or Schedule

September - October

Evidence of Completion

Teacher made assessments, informal and formal observations

Plan to Monitor Fidelity of Implementation of G5.B1.S3

Continuous teacher support in using student data to identify further needs.

Person or Persons Responsible

Teachers, Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Cycle informal observations Data

Plan to Monitor Effectiveness of G5.B1.S3

Align lessons/activities to target skills.

Person or Persons Responsible

Coaches, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Collaboration on the types of activities needed to complete the task.

G6. [copied goal - enter new description]

G6.B1 Lack of background knowledge of basic multiplication facts

G6.B1.S3 Common Planning

Action Step 1

Professional Development of different ways to teach multiplication facts.

Person or Persons Responsible

Coaches, Teachers

Target Dates or Schedule

September - October

Evidence of Completion

Teacher made assessments, informal and formal observations

Plan to Monitor Fidelity of Implementation of G6.B1.S3

Continuous teacher support in using student data to identify further needs.

Person or Persons Responsible

Teachers, Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Cycle informal observations Data

Plan to Monitor Effectiveness of G6.B1.S3

Align lessons/activities to target skills.

Person or Persons Responsible

Coaches, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Collaboration on the types of activities needed to complete the task.

G7. Increase the percentage of students scoring at a 3.5 or higher on FCAT Writes from 53% to 55%.

G7.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with sufficient, specific, and relevant development of support.

G7.B1.S5 Students analyze proficient writing samples.

Action Step 1

2012 FCAT Writing Anchor Sets

Person or Persons Responsible

Fourth grade Writing teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G7.B1.S5

Lesson Plans

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

ongoing

Evidence of Completion

Writer's Notebooks, students' writing

Plan to Monitor Effectiveness of G7.B1.S5

Writing samples

Person or Persons Responsible

Administration, reading coach

Target Dates or Schedule

ongoing

Evidence of Completion

2014 Florida Writes

G7.B1.S6 The teacher uses the Writers' Workshop model to deliver instruction.

Action Step 1

Gradual Release

Person or Persons Responsible

Fourth grade Writing teacher

Target Dates or Schedule

daily

Evidence of Completion

lesson plans, anchor charts, writers' notebook

Plan to Monitor Fidelity of Implementation of G7.B1.S6

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G7.B1.S6

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7.B2 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with overall control of the basic conventions of standard English,.

G7.B2.S1 The teachers provides additional instruction in conventions.

Action Step 1

Mastering the Mechanics

Person or Persons Responsible

Fourth grade teacher

Target Dates or Schedule

as needed

Evidence of Completion

lesson plans, student work samples, writer's notebooks

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

Students' writing

Person or Persons Responsible

Reading coach

Target Dates or Schedule

ongoing

Evidence of Completion

coaching logs, student work

Plan to Monitor Effectiveness of G7.B2.S1

Student work samples

Person or Persons Responsible

Administration, reading coach

Target Dates or Schedule

ongoing

Evidence of Completion

Writing prompts, 2014 FCAT Writes

G7.B2.S2 Daily Skills block

Action Step 1

Making Words

Person or Persons Responsible

Fourth Grade Writing teacher

Target Dates or Schedule

daily

Evidence of Completion

lesson plans, student artifacts

Plan to Monitor Fidelity of Implementation of G7.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G7.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G8. Decrease the number of students missing 20 or more days by 10% (38).

G8.B2 high mobility

G8.B2.S1 home visits to verify proper address; address verification letters; Attendance Intervention Team meetings, referrals to outside agencies.

Action Step 1

home visits to verify proper address and attendance at district assigned school.

Person or Persons Responsible

truancy officer/ administrators

Target Dates or Schedule

as needed

Evidence of Completion

improved attendance or withdrawal to assigned school.

Action Step 2

address verification letter to verify attendance at district assigned school.

Person or Persons Responsible

guidance counselor; administrator; truancy officer

Target Dates or Schedule

as needed, based on attendance records

Evidence of Completion

improved attendance or withdrawal to district assigned school.

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

weekly attendance checks; monthly AIT meetings

Person or Persons Responsible

guidance counselor; truancy officer

Target Dates or Schedule

attendance checks will be conducted weekly by the guidance counselor; the guidance counselor and truancy officer will meet monthly for AIT meetings

Evidence of Completion

weekly/monthly agendas; parent/student contracts

Plan to Monitor Effectiveness of G8.B2.S1

Monthly Attendance Report; End of Year Attendance Analysis Report

Person or Persons Responsible

Guidance Counselor and Truancy Officer

Target Dates or Schedule

Monthly and End of Year (for overall review)

Evidence of Completion

Analysis Report, District Attendance Report; Contract/Caseload Log

G9. Decrease the number of students who received two or more discipline referrals from 11% (32) to 5% (14)

G9.B1 Lack of fidelity in the implementation of classroom rituals and routines (CHAMPS and Foundations)

G9.B1.S2 Pairing students with school staff who will act as mentors.

Action Step 1

Each One Reach One School Mentoring Program

Person or Persons Responsible

All staff volunteers; 1st and 2nd quartile 3rd, 4th and 5th graders; students with 2 or more behavior referrals.

Target Dates or Schedule

Oct. 2013 - June 2014

Evidence of Completion

Monthly contact logs; FCAT levels for 2014

Plan to Monitor Fidelity of Implementation of G9.B1.S2

Each One Reach One Program

Person or Persons Responsible

Administrator(s) and Guidance Counselor

Target Dates or Schedule

Monthly; End of Year

Evidence of Completion

FCAT levels; monthly contact logs

Plan to Monitor Effectiveness of G9.B1.S2

Monthly discipline report; improved assessment scores; report cards

Person or Persons Responsible

Administrators; Guidance Counselor

Target Dates or Schedule

Monthly; quarterly

Evidence of Completion

decrease in behavior referrals for targeted students

G10. To increase safety on school grounds

G10.B1 Multiple school district programs are located on the school's campus.

G10.B1.S1 Security Guard ensures all gates and entrances are secured and locked by 8:45 a.m.

Action Step 1

Campus security check

Person or Persons Responsible

Security Guard; Resource Officer

Target Dates or Schedule

Daily

Evidence of Completion

Daily verbal report to Administration on campus security

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

Security checks

Person or Persons Responsible

Resource Officer; Security Guard

Target Dates or Schedule

Daily

Evidence of Completion

Security Check Log

Plan to Monitor Effectiveness of G10.B1.S1

Security checks

Person or Persons Responsible

Security Guard; Resource Officer; Administration

Target Dates or Schedule

Daily

Evidence of Completion

Security logs; daily reports

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

Title I, Part A

Before and after-school and Saturday School tutoring opportunities will be provided for targeted student assistance in science and writing to increase student knowledge base and build the capacity of learning.

Title III

Services are provided through district support personnel for educational materials and ELL district support services to improve the education of English Language Learners. Teachers who have been flagged must meet the required training and course work if students are enrolled in their classroom to extend learning.

Title X- Homeless

As a full service school, resources (clothing, school supplies, and social service referrals) are provided for students who are categorized as homeless. A school liaison is assigned to ensure that student needs are met and family services are provided to provide a stable school and home environment.

Supplemental Academic Instruction (SAI)

SAI funds will be used to provide support for students that are identified as below grade level through tutoring services before, during, and after school.

Violence Prevention Programs

Second Step Student Success Through Prevention (anti-bullying) district curriculum is being implemented for the second year. Every grade level will be teaching the weekly lessons. The Guidance Counselor will also conduct 30 minute class sessions to each class that target "bully prevention" strategies. Additionally, the school is participating in Cohort 9 (year 4) of the district's roll-out of Foundations, a school-wide program that develops safe and civil schools.

Nutrition Programs

Breakfast in the Classroom: Grades PreK-5 including CSS receives breakfast in their classrooms every morning during the school year. This year, the school has been designated as a CEO school where all students receive free breakfast and lunch as determined by historical data. Pinedale is the recipient of the Fresh Fruit and Vegetable Program for the 3rd year.

Adult Education

The Title I Family Involvement Center will be providing monthly trainings for parents on site. Trainings include: helping parents work effectively with their children in the areas of math and reading, health and nutritional education programs, job acquisition, resume development, etc. A part-time Parent Liaison is assigned to the school to schedule and oversee adult education opportunities.

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 the percentage of students scoring at Level 3 or higher on the Science FCAT 2.0 from 45% to 55%

G1.B1 61% (19) of 5th Graders are reading below grade level.

G1.B1.S1 Embed reading strategies into science instruction.

PD Opportunity 1

Use of Interactive Journals

Facilitator

District Science Coach

Participants

3-5 teachers during Common Planning

Target Dates or Schedule

Weekly

Evidence of Completion

Graphic Organizers/ Vocabulary/ Use of Reading Strategies evident.

G3. Increase STEM participation at Pinedale Elementary for all students.

G3.B1 Students are not familiar with the integration of Science, Technology, Engineering and Math.

G3.B1.S1 Increase opportunities for student engagement with STEM Activities

PD Opportunity 1

Brick Labs

Facilitator

Science Coach

Participants

PreK-1st Grade Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Common Planning Logs, Integration into Lesson Plans

G4. Increase the percentage of students scoring at a level 3 or higher on the Reading FCAT 2.0 assessment from 42% to 50% .

G4.B1 Student's performance data from the 2013 FCAT indicates that there is a deficiency in Reporting category 1- Vocabulary. Students have difficulty determining the meaning of words using context clues and identifying synonyms and antonyms.

G4.B1.S5 The media specialist provides vocabulary instruction utilizing the Text Talk curriculum.

PD Opportunity 1

Vocabulary instruction during Media resource

Facilitator

Reading Coach

Participants

media specialist

Target Dates or Schedule

daily

Evidence of Completion

Weekly word usage tally, vocabulary word wall

G4.B2 Student's performance data from the 2013 FCAT indicates that there is a deficiency in Reporting category 2- Reading Application. Students have difficulty reading and comprehending literature and nonfiction text independently and proficiently.

G4.B2.S2 Teachers will utilize the gradual release mode daily during whole group instruction.

PD Opportunity 1

Structured Teaching

Facilitator

Academic Coaches

Participants

K-5

Target Dates or Schedule

daily

Evidence of Completion

Observations, lesson plans

G4.B2.S4 Students will cite strong textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text through close reading.

PD Opportunity 1

Close Reading

Facilitator

Reading coach

Participants

2nd-5th teachers

Target Dates or Schedule

weekly

Evidence of Completion

interactive journals, observations, student work

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	Increase STEM participation at Pinedale Elementary for all students.	\$5,500
Total		\$5,500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
School Improvement SIG	\$4,500	\$4,500
	\$0	\$0
CSX School Improvement	\$1,000	\$1,000
Total	\$5,500	\$5,500

Budget Details

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

G3. Increase STEM participation at Pinedale Elementary for all students.

G3.B1 Students are not familiar with the integration of Science, Technology, Engineering and Math.

G3.B1.S1 Increase opportunities for student engagement with STEM Activities

Action Step 1

Science Fair

Resource Type

Evidence-Based Program

Resource

Materials needed for science experiments

Funding Source

School Improvement SIG

Amount Needed

\$1,000

Action Step 2

Integration of AIMS Activities

Resource Type

Evidence-Based Program

Resource

AIMS Teacher Guide and activities

Funding Source

School Improvement SIG

Amount Needed

\$750

Action Step 3

Implement Engineering is Elementary (EiE) Curriculum

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 4

Brick Labs

Resource Type

Evidence-Based Program

Resource

EAI PCS Adventures

Funding Source

School Improvement SIG

Amount Needed

\$2,750

Action Step 5

Robotics Club; Selected 4th & 5th Grade Students

Resource Type

Evidence-Based Program

Resource

Bus transportation to competitions Team Registrations for competitions

Funding Source

CSX School Improvement

Amount Needed

\$1,000