

Orange County Public Schools

Pinewood Elementary



2017-18 Schoolwide Improvement Plan

Pinewood Elementary

3005 N APOPKA VINELAND RD, Orlando, FL 32818

<https://pinwoodes.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Pinewood Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

Pinewood Elementary implements several initiatives to build and promote positive relationships between teachers and students. Teachers, students and parents participate in the School Advisory Council (SAC) and Parent Teacher Association (PTA). Both groups meet monthly to plan and develop activities to build an effective school environment.

The Parent Engagement Liaison (PEL) is a new position at Pinewood which bridges the school to home gap. The role of the PEL is to further increase family involvement. Providing this full-time position that focuses on removing barriers that prohibit families from engaging in school events and their child's education shows Pinewood Elementary School's dedication and commitment to increasing parental involvement and community engagement. The PEL will help create an inviting environment for parents. The school utilizes parental input at School Advisory Council (SAC) meetings, Parent Teacher Association (PTA) meetings, and surveys to determine the events offered throughout the year. Parents are encouraged to attend Parent Academy sessions throughout the school year. There are four Multilingual Parent Leadership Council meetings a year. Parents are encouraged to attend these meetings facilitated by the Curriculum Compliance Teacher to better support the families of our ELL students.

Cooperative learning groups within the classroom setting are used to build a culture of caring and respect between students and teachers. Teachers are encouraged to establish a positive rapport with students by conducting monthly classroom meetings. Topics may include, but are not limited to, goal setting, study skills, bullying, diversity, respect, trust and problem solving.

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

The school's goal is for all students to feel safe and respected. Before and after school, both safety patrols and staff members are stationed around the campus to monitor the safety of student movement. During morning arrival, students are housed in grade level assigned areas throughout the campus. Students in grade 3-5 are assigned to the computer labs to work on iReady. All teachers implement Class Dojo for positive reinforcement and communication between school and home. This program provides parents with immediate information regarding student behavior and academic participation. Students adhere to rules and procedures in the cafeteria during lunch time by being closely monitored by assigned staff while on lunch duty. Students receive a snack each afternoon.

The Dean and Fine Arts staff schedule quarterly meetings with students to review the student code of conduct and expectations for positive student behavior. The Policy of Civil Conduct is reviewed each quarterly with staff by Administration to ensure our students feel safe and respected at school.

Fifth-grade students participate in the Magic program taught by an Orange County Sheriff's Deputy. This weekly program focuses on teaching students the significance of drug resistance, effects of drugs, and bullying prevention. Upon completion of the program, students, teachers and parents participate in a graduation ceremony acknowledging the work students have accomplished during the 10-week program.

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.

During the week of pre-planning, teachers completed a training on the Pinewood Behavior System. We implemented the PRIDE token system to reward and encourage students to follow school-wide procedures and expectations throughout the school day. The tokens are submitted weekly and students are chosen from a drawing to shop at the Pinewood Store. Teachers are encouraged to use Class Dojo, a visual reinforcement program that gives immediate feedback to parents through the use of technology. Each teacher submitted a classroom management plan, Classroom code of ethics, and a grade level discipline plan.

Tracking forms are disciplinary notifications that are used for level 1 and/or level 2 infractions. This information is collected and graphed to look for trends in behaviors, locations, grade levels, and time of day. With this information, we are able to put interventions in place. The Dean meets with Administration monthly to discuss the discipline data. The Discipline Committee is made up of 1 teacher from each grade level as well as an Administrative representative and the Dean. The Student Code of Conduct is reviewed quarterly with direct instruction, role play, and interactive activities. Student and teachers are "Spot Lighted" in random photos taken throughout the school year and are displayed in the Media Center. Administration facilitates celebrations for students who have shown exceptional behavior.

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.

Pinewood Elementary identifies students who are in need of support. A Multi-tiered System of Support (MTSS) for behavior is utilized to ensure the social-emotional needs of students are met. Parents are referred to SEDNET (The Multi-agency Network for Students with Emotional/Behavioral Disabilities) approved behavioral intervention and counseling programs based on the social-emotional needs of the students. Pinewood Elementary has established a teacher-student mentoring program to help students work through academic and behavioral issues that may prohibit them from success in the classroom. Teachers are required to meet with students a minimum of once a week to build a climate of trust and respect and assist students with academic and/or behavior needs.

3. Early Warning Systems

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

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

The early warning system is used to track students that exhibit potential warning signs of low academic performance. This information is discussed at biweekly data and MTSS meetings. The early warning system tracks students who exhibit one or more of the following early warning

indicators:

- * Attendance below 90 percent
- * One or more suspensions
- * Course failure in ELA or Math
- * Level 1 on statewide assessment

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	18	7	9	15	10	7	0	0	0	0	0	0	0	66
One or more suspensions	0	0	0	5	0	6	0	0	0	0	0	0	0	11
Course failure in ELA or Math	18	23	3	1	8	20	0	0	0	0	0	0	0	73
Level 1 on statewide assessment	0	0	0	69	34	56	0	0	0	0	0	0	0	159

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	6	4	1	15	12	21	0	0	0	0	0	0	0	59

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

Students with attendance below 90 percent are tracked by the leadership team. Once a student accumulates 5 unexcused absences within a calendar month or 10 unexcused absences within 90 days, the school reports the student to the school social worker and/or the Early Truancy Intervention team which consists of the MTSS, Social Worker, Teacher and Attendance Clerk.

Pinewood Elementary has established a teacher-student mentoring program to help students work through academic and behavioral issues that may prohibit them from success in the classroom. Teachers are required to meet with students a minimum of once a week to build a climate of trust and respect and assist students with academic and/or behavior needs.

Students scoring below grade level and students with course failures in ELA will receive additional intervention during the school day using iReady. The MTSS team will collaborate and monitor interventions. We are continuing the after-school tutoring program twice a week for all students who scored in the lowest 30% and scored a Level 1 or 2 on the FSA Math in grades 3-5. Tutoring will be provided in Math. Students will also participate in an additional hour of Reading instruction each day. Instruction during this additional hour will focus on either vocabulary or phonics.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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

Yes

1. PFEP Link

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

2. Description

The PTA's goal is to foster a nurturing and caring environment that strives for continued parent involvement in helping build a better educational environment for our children. Pinewood PTA's goal this year along with SAC is to promote a school community where teachers and administrators can do their best work with the resources we can provide and help make school fun. Through membership dues and fundraising efforts, the PTA will be able to implement various educational and family oriented programs for the staff, students and parents.

For the PTA to be effective and truly representative of the school, it is essential to have parental involvement from as many parents as possible. Many working parents feel that they cannot be included in the PTA because they cannot come to every meeting or be on campus during the day. When parents volunteer they get the opportunity to enjoy interacting with the kids, become friends with other parents, and accomplish things that truly make a difference.

The Pinewood PTA is striving for 100% participation from our Pinewood families, faculty, and staff. Every child needs to be represented at Pinewood. This means every parent and teacher needs to become a member and be involved. PTA meetings are held the second Tuesday of the month at 6:00 PM in the media center.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school utilizes the Partners in Education program to build and sustain partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement. Businesses that participate in this program share resources, both in people and materials to support student achievement and provide needed supplies for students.

The Parent Engagement Liaison (PEL) is a new position at Pinewood which bridges the gap between school and home. The role of the PEL is to advocate for parents and further increase family involvement by encouraging parents to become involved in their child's education. Providing this full-time position that focuses on removing barriers that prohibit families from engaging in school events and their child's education shows Pinewood Elementary School's dedication and commitment to increasing parental involvement and community engagement. The PEL will help create an inviting environment for parents. The school utilizes parental input at School Advisory Council (SAC) meetings, Parent Teacher Association (PTA) meetings, and surveys to determine the events offered throughout the year. Parents are encouraged to attend Parent Academy sessions throughout the school year. There are four Multilingual Parent Leadership Council meetings a year. Parents are encouraged to attend these meetings facilitated by the Curriculum Compliance Teacher to better support the families of our ELL students.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Goshe, Kandace	Principal
Strang, Christine	Assistant Principal
Jones, Janice	Instructional Coach
Williams, Dana	Instructional Coach
Jones, Janese	Instructional Coach
Nelson, Elvon	Dean
Mobley, Katrina	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.

Principal: Observes, supports, and provides feedback on the delivery of instruction. Assists teachers with data-based decision-making skills to ensure school-based data is being utilized to make instructional decisions.

Assistant Principal: Observes, supports, and provides feedback on the delivery of instruction. Assists teachers with data-based decision-making skills to ensure school-based data is being utilized to make instructional decisions.

Select General Education Teachers (Primary and Intermediate): Provide core instruction, participate in student data collection, deliver data-based instruction as well as Tier 1 instruction, and collaborate with other staff to implement Tiers 2 and 3 interventions.

Varying Exceptionality (ESE) Teacher: Participates in student data collection, integrates core instructional activities and materials into instruction for struggling students, and collaborates with general education teachers to effectively utilize resources and implement activities.

Instructional Coach(es) Reading/ Math/ Science:

Develop, lead, and evaluate school core content standards and programs. Identify and analyze existing literature on the topics of curriculum, behavior assessment, and intervention approaches. Identify systematic patterns of student needs while working with district personnel to identify appropriate evidence-based intervention strategies. Coordinate school-wide screening programs that provide early intervening services for children to be considered struggling learners, assist in the design and implementation for progress monitoring, data collection, and data analysis. Participate in the design and delivery of professional development and provide support for the implementation of monitoring. Facilitate communication within the PLC. Build the capacity of the teachers. Each resource teacher supports the technology area in their core academic area.

Reading Coaches: Provide guidance on K-12 Reading Plan, facilitate and support data collection activities, assist in data analysis, provide professional development and technical assistance to teachers regarding data-based instructional planning, including technology integration to support and implement intervention plans.

School Psychologist: Participates in the collection, interpretation, and analysis of data. Facilitates development of intervention plans and provides support for intervention.

Technology Specialist: Develops technology necessary to manage and display data and provides professional development and technical support to teachers.

Speech and Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design. Assists in the selection of screening measures and helps identify systematic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing intervention, the school social worker links child-serving and community agencies to the school and our families to support the child's academic, emotional, behavioral, and social success.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS leadership team has focused meetings to address this question: How will we maintain and implement a problem-solving environment to promote an exceptional school with exemplary teachers and students?

The leadership team meets once a week on Wednesdays to address the following topics: Review data and link to instructional decisions, review progress monitoring data at the grade level and classroom level to identify students at moderate risk or high risk for not meeting benchmarks. Core instruction is monitored through classroom walkthroughs, informal observations, formal observations, and data analysis. The team collaborates regularly in an effort to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team facilitates the process of building consensus while making decisions about implementation.

Summer Reading Camp is available for grade 3 students who scored Level 1 on FSA and K-2 who scored in the lowest 30% based on MAP results.

A Parent Engagement Liaison (PEL) is purchased with Title I funds to serve as a liaison to bridge the gap between school and home. She advocates for the parents and encourages their involvement in all school activities.

Title I, Part C- Migrant - NA

Title I, Part D - NA

Title II - NA

Title III

These funds will be used to provide afterschool tutoring for our ELL students in grades 3-5.

Title X- Homeless

Pinewood participates in the McKinney-Vento Program. The McKinney-Vento Program assists families in need with school supplies, shelter, transportation, and other school/home related necessities.

Supplemental Academic Instruction (SAI) - These funds are allocated to pay 39% of the CRT position.

Violence Prevention Programs-NA

Nutrition Programs

Pinewood participates in the Universal Breakfast program and 100% of the student population receives free breakfast and lunch daily.

Housing Programs - NA

Head Start - NA

Adult Education - NA

Career and Technical Education - NA

Job Training - NA

Other - NA

Parent Engagement Liaison (PEL) - This is a new position for the 2017-18 school year. The PEL will be responsible for coordinating all community-school events and increasing family involvement. This full time position focuses on removing barriers that prohibit families from engaging in school events.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kandace Goshe'	Principal
Dana Williams	Teacher
Jacqueline Frick	Teacher
Delisha Johnson	Education Support Employee
Javonna McGhee	Parent
Evelyn Mack	Parent
Jessica Gonzalez	Parent
Natasha Jackson	Parent
Dana Mitchell	Parent
Mehalia Walker	Parent
Letesha Chambers	Parent
Deborah Lewis Crooms	Parent
Melissa Miller	Education Support Employee
Katrina Mobley	Teacher
Nehemie Magloire	Business/Community

b. Duties

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

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

a. Evaluation of last year's school improvement plan

At the initial SAC meeting, we will review last year's school improvement plan in conjunction with available data results to determine an evaluation of its goals and effectiveness. The SAC meets monthly to review data to monitor progress towards school improvement goals.

b. Development of this school improvement plan

At the initial SAC meeting, the current school improvement plan draft will be reviewed. The SAC analyzes the needs assessment and FCAT/FSA data to determine the school climate and set school-wide goals. SAC member input will be discussed, considered, and integrated into the draft plan as appropriate.

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

The SAC reviews the school's annual budget and makes recommendations to ensure that school funds and other resources are used for the highest priorities in the school improvement plan. In the spring, the projected school budget for the 2017-18 school year was shared with the SAC and input was collected. During the October 2017 meeting, updated budget information will be shared and the SAC will determine allocations for professional development for teachers as well as expenditures for instructional materials.

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

There are \$3,600.55 (Fund 145) school improvement funds available. All funding is from the school budget and will be used for supplemental instructional material.

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
Goshe, Kandace	Principal
Strang, Christine	Assistant Principal
Jones, Janice	Instructional Coach
Williams, Dana	Instructional Coach
Jones, Janese	Instructional Coach
Friederichs, Patricia	Instructional Media
Mobley, Katrina	Instructional Coach

b. Duties

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

The major initiative of the LLT is to promote reading success by ensuring teachers are providing quality instruction aligned to the standards. This success will ensure all students are able to read by

age nine. The team meets regularly to discuss and analyze assessment data to determine student needs to promote student achievement. In addition to regular meetings, the team revisits and re-evaluates curriculum to ensure effectiveness across all grade levels.

Designated members meet with grade level teams to share best practices and plans for the school year. The literacy team chooses professional development that is aligned with the needs of the instructional staff.

The literacy team meets once a month to discuss data and refine instruction based on observation and academic data.

Kandace Goshe, Principal, observes, supports and provides feedback on the delivery of instruction. She assists teachers with data-based decision-making skills to ensure school-based data is being utilized to make instructional decisions.

Christine Strang, Assistant Principal, observes, supports, and provides feedback on the delivery of instruction.

She assists teachers with data-based decision-making skills to ensure school-based data is being utilized to make instructional decisions.

Janice Jones, Reading Coach, monitors the movement and assessment of students in reading intervention groups in K-1 grade levels. She is responsible for managing all reading intervention materials.

Katrina Mobley, Reading Coach, monitors the movement and assessment of students in reading intervention groups in 2-5 grade levels. She is responsible for managing all reading intervention materials.

Patricia Friederichs, Media Specialist, promotes ongoing reading and literacy at home using the Sunshine State Standards (SSS) reading books. The media center personnel allows students to check out SSS books with the student's signed permission form. The student will sign a commitment to complete the SSS book once checked out. This will promote sustained growth while promoting perseverance among young readers. Each student that completes an SSS book advances to a new level and they are recognized and presented with a certificate on the morning news. Each student who has completed 80% of the required SSS reading materials for their grade level is allowed to participate in the end of the year field trip to Barnes and Nobles, where students can purchase additional SSS books for summer reading. Mrs. Friederichs infuses the "Book It" program with Accelerated Reader (AR) to increase student interest in the area of independent reading. The main goal is to get the students excited about reading and to sustain a rigorous program through AR incentives and rewards. Media personnel pulls weekly class summary reports, bi-weekly reading logs and monthly comparison reports. The comparison reports show the increase or decrease in the percentage of books and words read from month to month. Mrs. Friederichs oversees the competition of grades K-5 with daily updates on the Pinewood Explorers News Broadcast.

Grade level team leaders are also members of the literacy leadership team and monitor the "Book It" program for their grade level while encouraging teachers to utilize the program to promote reading through rewards and incentives.

Dana Williams, Instructional Coach, facilitates monthly professional development training.

D. Public and Collaborative Teaching

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

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

Pinewood Elementary encourages positive working relationships through collaborative planning which takes place three to four times a week. Instructional coaches and administration are assigned to specific grade levels to facilitate common planning and provide support as needed. The coaching cycle is utilized, which includes co-teaching and pre/post-conferencing based on the Marzano Framework.

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

The schools strategies to recruit, develop and retain highly qualified effective teachers are:

- * Conduct new teacher orientation with the principal to discuss expectations for the school year. The people responsible for this strategy are Kandace Goshe' and Christine Strang.
- * The instructional coach assigns new teachers a teacher mentor. The person responsible for this strategy is Janice Jones.
- * Provide support for instructional improvement in all areas of a curriculum by conducting classroom walkthroughs and giving specific feedback weekly, as well as modeling and co-teaching with teachers. The people responsible for this strategy are Janese Jones, Janice Jones, Dana Williams, and Katrina Mobley.
- * Conduct Professional Learning Community meetings weekly. The people responsible for this strategy are Janese Jones, Janice Jones, Dana Williams, and Katrina Mobley.
- * Conduct data meetings to guide instructional decisions. The people responsible for this strategy are Kandace Goshe' and Christine Strang.
- * Provide curriculum support for technology integration. The people responsible are Janice Jones, the digital technology team (grade level teachers) and the technology liaison.
- * Release teachers to observe effective teaching by model teachers to improve their pedagogy. The people responsible for this strategy are Janese Jones, Janice Jones, Dana Williams, and Katrina Mobley.
- * Identify instructional teams of the month. Kandace Goshe' and Christine Strang are responsible for this strategy.
- * Work with staffing manager to identify highly qualified candidates. The people responsible for this strategy are Kandace Goshe' and Christine Strang.

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

The instructional coach paired individuals by looking at the effectiveness of the mentor in regards to student achievement, ability to work with co-workers, and willingness to share ideas. Mentoring activities include meeting bi-weekly with mentee to discuss research-based strategies, observing experienced teachers implementing strategies, creating and reviewing lesson plans, assisting in determining training opportunities for best practices, and reviewing beginning teacher portfolio completion.

Pairings Include:

Mentee/Mentor(s)

Garcia (K) - Leonard (K)
Elder (K) - Leonard (K)
Kilpatrcik (1) - Janice Jones (Reading Coach)
Henry (1) - Menchan (1)
Finley (2) - Campbell (2)
Brumley (3) - Hinson-Allen (3)

Creary (3) - Katrina Mobley (Reading Coach)
Merchant (4) - Wesley-Pierce (4)
Martinez (4) - Wesley-Pierce (4)
Yost (5) - Underwood (5)
Abercrombie (PE) - Williams (Instructional Coach)
Adams (PE) - Janese Jones (CRT)
Wellen (ASD) - Frick (Staffing Specialist)

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.

The school ensures its core instructional programs and materials are aligned to Florida's standards through grade level team planning. With the exception of Wednesdays, each day of the week teachers participate in common planning for a different subject area during their Fine Arts time. The teams work collaboratively with each other to analyze and deconstruct standards as they plan quality lessons that are aligned to the standards. The teams use backwards planning to design their lessons. They begin by deconstructing the standards, analyzing assessments and creating common assessments that will be used to assess students' knowledge of the standards. They use the Curriculum Resource Materials (CRMs), the core instructional program, iReady, and other materials to plan how they will teach the standards. During this process, they also use the Marzano Framework map to ensure proven teaching strategies are used effectively during the lessons.

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.

Teachers are expected to differentiate instruction within the classrooms based on student need as determined by assessments, assignments, and other anecdotal informational resources. Data from benchmark assessments, common assessments, and iReady are analyzed and utilized to differentiate instruction for remediation, small groups and intervention. During common planning, strategies for differentiated instruction are discussed. Administration conducts observations and walkthroughs to ensure differentiated instruction is occurring.

Instruction is modified or supplemented through the use of daily small group instruction, tutoring in math on Mondays and Tuesdays. Reading intervention or enrichment lessons are provided and monitored during intervention/enrichment time. The additional hour in reading will be used to address student weaknesses in vocabulary and phonics.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,060

We are continuing our after school tutoring program for all students who scored in the lowest 35% and scored a Level 1 or 2 on the FCAT in grades 3-5. Targeted students will attend one hour sessions of direct instruction from a highly qualified instructor two days a week. During the additional hour of math tutoring, students will receive standards-based instruction and work on computer-based reading and math programs such as iReady.

Strategy Rationale

The afternoon tutoring program is used to provide additional support for students who are struggling with specific math skills. This additional instructional time also provides smaller group size and differentiated materials and strategies from a highly qualified instructor twice a week. The rationale for the afternoon tutoring program is to increase math proficiency while increasing student achievement and closing the achievement gap for all the students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Williams, Dana, dana.williams@ocps.net

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

Students have been given a diagnostic assessment through the I-Ready computer program. Lessons from I-Ready are assigned to the student based on their deficiencies on the diagnostic assessment. Data is collected and analyzed on a weekly basis to monitor progress of the students. Program reports, benchmark assessments, unit assessments, weekly lesson assessments, and FSA scores will be used to measure effectiveness of the strategy.

Strategy: Extended School Day

Minutes added to school year: 10,800

A mandatory additional hour of Reading instruction is added to the school day to focus on Reading deficiencies. Instruction during the extended hour will focus on addressing gaps in Reading in all grades.

Strategy Rationale

As one of 300 school's in the state with the lowest Reading scores, an additional hour of Reading instruction was added to the school day. Students in all grade levels have gaps in Reading instruction that were identified in iReady. The additional hour will be used to provide remedial Reading instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Goshe, Kandace, kandace.goshe@ocps.net

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

Data from iReady will be analyzed to identify gaps in instruction. The iReady toolbox will be used to provide instruction to students based on their areas of deficiency. Lesson completion rates, diagnostic data, and growth monitoring data will be monitored and analyzed throughout the school year.

Strategy: Weekend Program

Minutes added to school year: 2,520

Bubble students in 3-5 grades will be invited to attend Saturday school for enrichment activities in Math. Additionally, 5th grade students in the targeted group will participate in Science enrichment and hands on experiments.

Strategy Rationale

Additional hours of instruction are needed for enrichment activities to increase student proficiency in Math and Science.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Williams, Dana, dana.williams@ocps.net

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

Data collected and analyzed on a weekly basis is used to progress monitor student achievement. Benchmark assessments, common assessments, unit assessments, and FSA scores are used to determine the effectiveness of the strategy.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Pinewood Elementary has one regular-education Pre-K unit and one Pre-K Autistic unit (ASD). All incoming kindergarten students are assessed prior to or upon entering kindergarten in order to gain individual and group needs and to assist in the development of their instructional/intervention programs. All students are assessed within the areas of basic skills and school readiness. At the beginning of Kindergarten, the FLKRS assessment is given to all students to provide teachers with base line data on how well their students are prepared for Kindergarten. This data is provided to the state to help assess the effectiveness of VPK programs. The phonemic awareness and early reading tutor will be used to further develop their educational growth.

All 5th grade students who meet the required score on the state exam will transition to middle school. Pinewood students participate in a transition orientation with Robinswood Middle School at the end of the school year. Students are presented information about the middle school curriculum, college readiness program and extra curricular activities.

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.

Pinewood is one of the digital pilot schools in OCPS where we prepare our students for 21st century careers with technology. Our teachers and students access information and present instruction through the use of Canvas, Edmodo, iReady, Safari Montage, Nearpod, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Smart boards and technology integration in the classroom are implemented to prepare 21st century learners for careers involving computers, virtual manipulatives and labs.

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

N/A

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

Programs to integrate career and technical education includes:

*Project Lead The Way (PLTW) a science, technology, engineering, and math (STEM) program. PLTW is helping students develop the skills needed to succeed in the global economy.

*The P-SELL project evaluates the efficacy of a curriculum intervention that is aimed at improving science achievement among English language learning (ELL) students.

*Junior Achievement fosters work-readiness, entrepreneurship and financial literacy skills, and use experiential learning to inspire students to dream big and reach their potential in all grade levels.

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.

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Pinewood Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps and Accelerate Student Performance)
- G2.** Pinewood Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance)
- G3.** Pinewood Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness and Accelerate Student Performance).

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. Pinewood Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps and Accelerate Student Performance) 1a

G095916

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	50.0
ELA/Reading Lowest 25% Gains	55.0

Targeted Barriers to Achieving the Goal 3

- Teachers have limited knowledge or ability to implement the use of Universal Design for Learners (UDL) strategies to meet the needs of struggling learners.
- Teachers have limited knowledge on how to differentiate instruction for small group instruction and/or center activities.
- Parents do not know how to help their child academically at home.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches
- Professional development on UDL strategies
- Professional development in math and reading on differentiated small group instruction
- Professional development in math and reading on differentiated center activities
- ESE Teacher
- CRMs
- Common planning time in all grade levels for all content areas
- Parent Engagement Liaison

Plan to Monitor Progress Toward G1. 8

iReady data for students participating in after school tutoring

Person Responsible

Dana Williams

Schedule

Quarterly, from 9/25/2017 to 5/23/2018

Evidence of Completion

iReady data

G2. Pinewood Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance) 1a

G095917

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	50.0
Statewide Science Assessment Achievement	44.0

Targeted Barriers to Achieving the Goal 3

- Teachers have limited knowledge and understanding of how to plan effective standards based lesson.
- Teachers lack of familiarity with implementing rigorous standard based lessons based on the Florida State Standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches
- Common planning time in all grade levels in all content areas
- Professional development in all content areas
- Administrative Support
- Upgraded technology (presentation stations, laptops for all teachers, digital devices for students, smartboards, audio enhancement in all core classrooms).
- Online Trainings
- FLDOE Test Item Specs
- iReady
- Scope/Sequence
- P-Sell
- Project Lead the Way
- Curriculum Resource Materials (CRM)

Plan to Monitor Progress Toward G2. 8

The administrative team will analyze classroom observation data, progress monitoring data, and iReady.

Person Responsible

Christine Strang

Schedule

Monthly, from 8/28/2017 to 5/30/2018

Evidence of Completion

Data meeting, progress monitoring data, iObservation data, and iReady data

G3. Pinewood Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness and Accelerate Student Performance). 1a

G095918

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	51.0
Math Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers limited knowledge of how to differentiate instruction.
- Lack of enrichment opportunities

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches
- Supplemental instructional material
- Progress monitoring and assessment data
- Administration Team
- iReady
- District Professional Learning Community (DPLC)

Plan to Monitor Progress Toward G3. 8

Leadership will analyze progress monitoring data for students receiving enrichment during the extended hour and Saturday school.

Person Responsible

Kandace Goshe

Schedule

Quarterly, from 8/28/2017 to 5/30/2018

Evidence of Completion

progress monitoring and iReady data

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

 = Problem Solving Step  S123456 = Quick Key

G1. Pinewood Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps and Accelerate Student Performance) **1**

G095916

G1.B1 Teachers have limited knowledge or ability to implement the use of Universal Design for Learners (UDL) strategies to meet the needs of struggling learners. **2**

B258223

G1.B1.S1 Teachers need to receive professional development to increase their knowledge of Universal Design for Learning strategies that can implemented in daily lesson to target all students needs. **4**

S273291

Strategy Rationale

If teachers are exposed to and use strategies from Universal Design for Learning they will meet the needs of more students in their classroom, which will in turn increase engagement and student achievement.

Action Step 1 **5**

Teachers will participate in professional develop on Universal Design for Learning.

Person Responsible

Dana Williams

Schedule

Quarterly, from 10/16/2017 to 5/30/2018

Evidence of Completion

Sign-in Sheets Certificate of Completion

Action Step 2 **5**

Teacher will implement strategies for Universal Design for Learning.

Person Responsible

Dana Williams

Schedule

Weekly, from 10/23/2017 to 5/30/2018

Evidence of Completion

Lesson plans and classroom observations

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

Classroom observations, lesson plans review, and common planning meetings will be conducted to monitor for fidelity.

Person Responsible

Dana Williams

Schedule

Weekly, from 10/16/2017 to 5/30/2018

Evidence of Completion

Lesson Plans with UDL strategies listed and iObservation (peer, instructional coaches, administration)

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

Lesson plan reviews and classroom observations with iobservation feedback

Person Responsible

Dana Williams

Schedule

Every 3 Weeks, from 10/16/2017 to 5/30/2018

Evidence of Completion

Lesson plan feedback and observation feedback

G1.B2 Teachers have limited knowledge on how to differentiate instruction for small group instruction and/or center activities. **2**

 B258224

G1.B2.S1 Provide professional development training on differentiated instruction for math and reading small groups and for center activities. **4**

 S273292

Strategy Rationale

If teachers provide differentiated instruction the needs of students would be more effectively addressed which would lead to increased student achievement.

Action Step 1 **5**

Provide professional development training on differentiated instruction.

Person Responsible

Janice Jones

Schedule

Monthly, from 9/20/2017 to 5/9/2018

Evidence of Completion

Sign-In Sheets, Reflection Logs, Exit Slips, and Agenda

Action Step 2 **5**

Ensure collaborative planning with teachers to discuss implementation of differentiated instruction.

Person Responsible

Janice Jones

Schedule

Weekly, from 8/14/2017 to 5/23/2018

Evidence of Completion

Sign in sheets and Teacher data tracking forms

Action Step 3 5

Teachers will implement differentiated instructional strategies.

Person Responsible

Janice Jones

Schedule

Weekly, from 8/14/2017 to 5/23/2018

Evidence of Completion

Classroom Observations, Student Data, and Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

iObsevation Feedback, Classroom Observations, Common Planning Meetings

Person Responsible

Dana Williams

Schedule

Weekly, from 8/14/2017 to 5/23/2018

Evidence of Completion

Effective use of student grouping and plans for activities that address differentiated activities for groups

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Lesson plan review and teacher iObservation observations and feedback

Person Responsible

Dana Williams

Schedule

Weekly, from 9/25/2017 to 5/30/2018

Evidence of Completion

Lesson plan feedback and observation feedback

G1.B2.S2 Provide teachers with additional opportunities for small group instruction. 4

S273293

Strategy Rationale

Students who are below grade level need additional opportunities for small group instruction to master grade level content.

Action Step 1 5

Offer after school tutoring for students who are below grade level in grades 3-5.

Person Responsible

Kandace Goshe

Schedule

Quarterly, from 11/6/2017 to 5/30/2018

Evidence of Completion

Tutoring attendance and monitoring forms

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

ATS Coordinator will monitor tutoring instruction.

Person Responsible

Dana Williams

Schedule

Monthly, from 9/5/2017 to 4/18/2018

Evidence of Completion

Monitoring forms

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

iReady and FSA data for students who attended after school tutoring.

Person Responsible

Dana Williams

Schedule

Quarterly, from 9/5/2017 to 5/30/2018

Evidence of Completion

iReady and FSA data

G1.B3 Parents do not know how to help their child academically at home. 2

 B258225

G1.B3.S1 Offer parents the opportunity to attend curriculum oriented activities and informational sessions. 4

 S273294

Strategy Rationale

Parents need and want to know how they can help their child academically at home. These curriculum oriented activities and information sessions will help build parents capacity as they learn how to help their child at home.

Action Step 1 5

Provide curriculum oriented activities and informational sessions geared towards parents.

Person Responsible

Kandace Goshe

Schedule

Monthly, from 9/8/2017 to 5/30/2018

Evidence of Completion

Sign in sheets and handouts

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

Schedule and monitor monthly parent involvement activities

Person Responsible

Kandace Goshe

Schedule

Monthly, from 9/8/2017 to 5/30/2018

Evidence of Completion

Monthly calendar with parent activities

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

Monitor parent participation

Person Responsible

Kandace Goshe

Schedule

Monthly, from 9/8/2017 to 5/30/2018

Evidence of Completion

Sign In Sheets

G2. Pinewood Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance) 1

G095917

G2.B1 Teachers have limited knowledge and understanding of how to plan effective standards based lesson. 2

B258226

G2.B1.S1 Build teacher capacity in understanding the Florida Standards during PLC weekly meetings, common planning time, and coaching. 4

S273295

Strategy Rationale

Teachers need to develop a better understanding of the Florida Standards to improve core instruction.

Action Step 1 5

Provide coaching support to teachers on developing activities aligned to the rigor of the standards.

Person Responsible

Janese Jones

Schedule

Monthly, from 8/29/2016 to 5/30/2018

Evidence of Completion

Coaching logs, common planning notes, iObservation data

Action Step 2 5

Provide teachers with feedback utilizing the Marzano Framework focusing on elements 6-8 in Domain 2 and elements 5,8,9,12,13,15,17, and 18 in Domain 1.

Person Responsible

Kandace Goshe

Schedule

Monthly, from 9/5/2017 to 5/30/2018

Evidence of Completion

Use observation feedback on elements 5,8,9, 12,13,15,17, and 18 in Domain 1 and elements 6-8 in Domain 2 and notes from teacher conferences and PLC meetings to determine professional development effectiveness and future professional development needs.

Action Step 3 5

Utilize District Professional Learning Community (DLPC) to provide training to their respective grade level.

Person Responsible

Katrina Mobley

Schedule

Quarterly, from 9/25/2017 to 5/30/2018

Evidence of Completion

Agendas and sign in sheets

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

Observe coaches and instructional staff participating in common planning, review lesson plans, and observe instruction.

Person Responsible

Kandace Goshe

Schedule

Weekly, from 8/28/2017 to 5/30/2018

Evidence of Completion

Administration will analyze iObservation feedback data, student achievement data, and progress monitoring data to determine professional development and coaching needs.

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

Conduct monthly data meetings with teachers.

Person Responsible

Kandace Goshe

Schedule

Monthly, from 9/18/2017 to 5/30/2018

Evidence of Completion

Progress monitoring data, iReady data, data meeting notes

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

Administrators will monitor the effectiveness by analyzing progress monitoring and iObservation data during leadership team meetings.

Person Responsible

Kandace Goshe

Schedule

Monthly, from 8/28/2017 to 5/30/2018

Evidence of Completion

Assessment data and iObservation data

G2.B2 Teachers lack of familiarity with implementing rigorous standard based lessons based on the Florida State Standards. 2

 B258227

G2.B2.S1 Teachers will increase the use of standard based instruction which will lead to an increase in student achievement. 4

 S273296

Strategy Rationale

An increase in teacher understanding on how to implement rigorous standard based instruction will lead to an increase in student achievement.

Action Step 1 5

Teachers and the administrative team will participate in weekly common planning meetings in Reading and Math.

Person Responsible

Kandace Goshe

Schedule

Weekly, from 8/28/2017 to 5/30/2018

Evidence of Completion

Sign in sheets, teacher agendas and lesson plans, iObservation data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Provide teachers with feedback in iObservation.

Person Responsible

Kandace Goshe

Schedule

Weekly, from 9/11/2017 to 5/30/2018

Evidence of Completion

iObservation data on elements 5,8,9, 12,13, 15, 17, and 18 in Domain 1 and elements 6-8 in Domain 2

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Administrators will monitor the effectiveness by analyzing progress monitoring data and iObservation data.

Person Responsible

Christine Strang

Schedule

Monthly, from 9/25/2017 to 5/30/2018

Evidence of Completion

Assessment data and iObservation data

G3. Pinewood Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness and Accelerate Student Performance). 1

G095918

G3.B1 Teachers limited knowledge of how to differentiate instruction. 2

B258228

G3.B1.S1 Teachers will participate in professional development with a focus on differentiating instruction. 4

S273297

Strategy Rationale

Teachers need to acquire a better understanding of how to address the instructional needs of all students.

Action Step 1 5

Provide professional development on differentiated instructional strategies.

Person Responsible

Katrina Mobley

Schedule

Quarterly, from 8/28/2017 to 5/30/2018

Evidence of Completion

Administration and coaches will observe teachers using differentiated instructional strategies.

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

Administrators will monitor for fidelity by participating in professional development and data meetings.

Person Responsible

Christine Strang

Schedule

Biweekly, from 8/28/2017 to 5/30/2018

Evidence of Completion

Administration will analyze progress monitoring data, iObservation feedback, data meeting documents, and student achievement data to make informed instructional decisions.

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

Administrators and instructional coaches will monitor effectiveness through classroom observations, observation of small group instruction, and analysis of student academic gains.

Person Responsible

Janice Jones

Schedule

Biweekly, from 8/28/2017 to 5/30/2018

Evidence of Completion

iObservation data and progress monitoring data

G3.B2 Lack of enrichment opportunities **2**

 B258229

G3.B2.S1 Provide enrichment programs for the top 25% **4**

 S273298

Strategy Rationale

Enhances opportunity for academic growth

Action Step 1 **5**

Establish a National Elementary Honor Society

Person Responsible

Christine Strang

Schedule

Quarterly, from 9/25/2017 to 5/30/2018

Evidence of Completion

Attendance, Meeting agendas and minutes

Action Step 2 **5**

Provide Saturday school for the top 25% in 4th and 5th grades where hands-on STEM investigations are conducted.

Person Responsible

Dana Williams

Schedule

Monthly, from 9/16/2017 to 4/7/2018

Evidence of Completion

Attendance

Action Step 3 5

Participate in Battle of the Books.

Person Responsible

Patricia Friederichs

Schedule

Annually, from 9/18/2017 to 5/30/2018

Evidence of Completion

Student participation

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Administration will monitor the attendance and meetings of the various programs

Person Responsible

Christine Strang

Schedule

Monthly, from 9/18/2017 to 5/30/2018

Evidence of Completion

Attendance, agendas, minutes

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Increased student achievement on common, district, and state assessments

Person Responsible

Christine Strang

Schedule

Biweekly, from 9/18/2017 to 5/30/2018

Evidence of Completion

Data from iReady Reading and Math, Common Assessments, P-SELL, NEHS and Saturday school attendance records, FSA, and FCAT 2.0 (Science)

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
 G3.B2.S1.A2 A366881	Provide Saturday school for the top 25% in 4th and 5th grades where hands-on STEM investigations...	Williams, Dana	9/16/2017	Attendance	4/7/2018 monthly
 G1.B2.S2.MA1 M393363	ATS Coordinator will monitor tutoring instruction.	Williams, Dana	9/5/2017	Monitoring forms	4/18/2018 monthly
 G1.B2.S1.A1 A366870	Provide professional development training on differentiated instruction.	Jones, Janice	9/20/2017	Sign-In Sheets, Reflection Logs, Exit Slips, and Agenda	5/9/2018 monthly
 G1.MA1 M393366	iReady data for students participating in after school tutoring	Williams, Dana	9/25/2017	iReady data	5/23/2018 quarterly
 G1.B2.S1.MA1 M393361	iObsevation Feedback, Classroom Observations, Common Planning Meetings	Williams, Dana	8/14/2017	Effective use of student grouping and plans for activities that address differentiated activities for groups	5/23/2018 weekly
 G1.B2.S1.A2 A366871	Ensure collaborative planning with teachers to discuss implementation of differentiated instruction.	Jones, Janice	8/14/2017	Sign in sheets and Teacher data tracking forms	5/23/2018 weekly
 G1.B2.S1.A3 A366872	Teachers will implement differentiated instructional strategies.	Jones, Janice	8/14/2017	Classroom Observations, Student Data, and Lesson Plans	5/23/2018 weekly
 G2.MA1 M393372	The administrative team will analyze classroom observation data, progress monitoring data, and...	Strang, Christine	8/28/2017	Data meeting, progress monitoring data, iObservation data, and iReady data	5/30/2018 monthly
 G3.MA1 M393377	Leadership will analyze progress monitoring data for students receiving enrichment during the...	Goshe, Kandace	8/28/2017	progress monitoring and iReady data	5/30/2018 quarterly
 G1.B1.S1.MA1 M393358	Lesson plan reviews and classroom observations with iobservation feedback	Williams, Dana	10/16/2017	Lesson plan feedback and observation feedback	5/30/2018 every-3-weeks
 G1.B1.S1.MA1 M393359	Classroom observations, lesson plans review, and common planning meetings will be conducted to...	Williams, Dana	10/16/2017	Lesson Plans with UDL strategies listed and iObservation (peer, instructional coaches, administration)	5/30/2018 weekly
 G1.B1.S1.A1 A366868	Teachers will participate in professional develop on Universal Design for Learning.	Williams, Dana	10/16/2017	Sign-in Sheets Certificate of Completion	5/30/2018 quarterly
 G1.B1.S1.A2 A366869	Teacher will implement strategies for Universal Design for Learning.	Williams, Dana	10/23/2017	Lesson plans and classroom observations	5/30/2018 weekly
 G1.B2.S1.MA1 M393360	Lesson plan review and teacher iObservation observations and feedback	Williams, Dana	9/25/2017	Lesson plan feedback and observation feedback	5/30/2018 weekly
 G1.B3.S1.MA1 M393364	Monitor parent participation	Goshe, Kandace	9/8/2017	Sign In Sheets	5/30/2018 monthly
 G1.B3.S1.MA1 M393365	Schedule and monitor monthly parent involvement activities	Goshe, Kandace	9/8/2017	Monthly calendar with parent activities	5/30/2018 monthly
 G1.B3.S1.A1 A366874	Provide curriculum oriented activities and informational sessions geared towards parents.	Goshe, Kandace	9/8/2017	Sign in sheets and handouts	5/30/2018 monthly
 G2.B1.S1.MA1 M393367	Administrators will monitor the effectiveness by analyzing progress monitoring and iObservation...	Goshe, Kandace	8/28/2017	Assessment data and iObservation data	5/30/2018 monthly
 G2.B1.S1.MA1 M393368	Observe coaches and instructional staff participating in common planning, review lesson plans, and...	Goshe, Kandace	8/28/2017	Administration will analyze iObservation feedback data, student achievement data, and progress monitoring data to determine	5/30/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				professional development and coaching needs.	
G2.B1.S1.MA2 M393369	Conduct monthly data meetings with teachers.	Goshe, Kandace	9/18/2017	Progress monitoring data, iReady data, data meeting notes	5/30/2018 monthly
G2.B1.S1.A1 A366875	Provide coaching support to teachers on developing activities aligned to the rigor of the standards.	Jones, Janese	8/29/2016	Coaching logs, common planning notes, iObservation data	5/30/2018 monthly
G2.B1.S1.A2 A366876	Provide teachers with feedback utilizing the Marzano Framework focusing on elements 6-8 in Domain 2...	Goshe, Kandace	9/5/2017	Use observation feedback on elements 5,8,9, 12,13,15,17, and 18 in Domain 1 and elements 6-8 in Domain 2 and notes from teacher conferences and PLC meetings to determine professional development effectiveness and future professional development needs.	5/30/2018 monthly
G2.B1.S1.A3 A366877	Utilize District Professional Learning Community (DLPC) to provide training to their respective...	Mobley, Katrina	9/25/2017	Agendas and sign in sheets	5/30/2018 quarterly
G2.B2.S1.MA1 M393370	Administrators will monitor the effectiveness by analyzing progress monitoring data and...	Strang, Christine	9/25/2017	Assessment data and iObservation data	5/30/2018 monthly
G2.B2.S1.MA1 M393371	Provide teachers with feedback in iObservation.	Goshe, Kandace	9/11/2017	iObservation data on elements 5,8,9, 12,13, 15, 17, and 18 in Domain 1 and elements 6-8 in Domain 2	5/30/2018 weekly
G2.B2.S1.A1 A366878	Teachers and the administrative team will participate in weekly common planning meetings in Reading...	Goshe, Kandace	8/28/2017	Sign in sheets, teacher agendas and lesson plans, iObservation data	5/30/2018 weekly
G3.B1.S1.MA1 M393373	Administrators and instructional coaches will monitor effectiveness through classroom observations,...	Jones, Janice	8/28/2017	iObservation data and progress monitoring data	5/30/2018 biweekly
G3.B1.S1.MA1 M393374	Administrators will monitor for fidelity by participating in professional development and data...	Strang, Christine	8/28/2017	Administration will analyze progress monitoring data, iObservation feedback, data meeting documents, and student achievement data to make informed instructional decisions.	5/30/2018 biweekly
G3.B1.S1.A1 A366879	Provide professional development on differentiated instructional strategies.	Mobley, Katrina	8/28/2017	Administration and coaches will observe teachers using differentiated instructional strategies.	5/30/2018 quarterly
G3.B2.S1.MA1 M393375	Increased student achievement on common, district, and state assessments	Strang, Christine	9/18/2017	Data from iReady Reading and Math, Common Assessments, P-SELL, NEHS and Saturday school attendance records, FSA, and FCAT 2.0 (Science)	5/30/2018 biweekly
G3.B2.S1.MA1 M393376	Administration will monitor the attendance and meetings of the various programs	Strang, Christine	9/18/2017	Attendance, agendas, minutes	5/30/2018 monthly
G3.B2.S1.A1 A366880	Establish a National Elementary Honor Society	Strang, Christine	9/25/2017	Attendance, Meeting agendas and minutes	5/30/2018 quarterly
G3.B2.S1.A3 A366882	Participate in Battle of the Books.	Friederichs, Patricia	9/18/2017	Student participation	5/30/2018 annually
G1.B2.S2.MA1 M393362	iReady and FSA data for students who attended after school tutoring.	Williams, Dana	9/5/2017	iReady and FSA data	5/30/2018 quarterly
G1.B2.S2.A1 A366873	Offer after school tutoring for students who are below grade level in grades 3-5.	Goshe, Kandace	11/6/2017	Tutoring attendance and monitoring forms	5/30/2018 quarterly

V. Professional Development Opportunities

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

G1. Pinewood Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps and Accelerate Student Performance)

G1.B1 Teachers have limited knowledge or ability to implement the use of Universal Design for Learners (UDL) strategies to meet the needs of struggling learners.

G1.B1.S1 Teachers need to receive professional development to increase their knowledge of Universal Design for Learning strategies that can be implemented in daily lessons to target all students' needs.

PD Opportunity 1

Teachers will participate in professional development on Universal Design for Learning.

Facilitator

Dana Williams

Participants

Pre K - 5th Grade Classroom Teachers

Schedule

Quarterly, from 10/16/2017 to 5/30/2018

G1.B2 Teachers have limited knowledge on how to differentiate instruction for small group instruction and/or center activities.

G1.B2.S1 Provide professional development training on differentiated instruction for math and reading small groups and for center activities.

PD Opportunity 1

Provide professional development training on differentiated instruction.

Facilitator

Janice Jones, Dana Williams, Janese Jones, Katrina Mobley

Participants

Kindergarten to 5th Grade Teachers

Schedule

Monthly, from 9/20/2017 to 5/9/2018

G2. Pinewood Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance)

G2.B1 Teachers have limited knowledge and understanding of how to plan effective standards based lesson.

G2.B1.S1 Build teacher capacity in understanding the Florida Standards during PLC weekly meetings, common planning time, and coaching.

PD Opportunity 1

Provide coaching support to teachers on developing activities aligned to the rigor of the standards.

Facilitator

Janese Jones, CRT

Participants

All Instructional Staff

Schedule

Monthly, from 8/29/2016 to 5/30/2018

G3. Pinewood Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness and Accelerate Student Performance).

G3.B1 Teachers limited knowledge of how to differentiate instruction.

G3.B1.S1 Teachers will participate in professional development with a focus on differentiating instruction.

PD Opportunity 1

Provide professional development on differentiated instructional strategies.

Facilitator

Katrina Mobley, Reading Coach and DPLC member

Participants

All Instructional Staff

Schedule

Quarterly, from 8/28/2017 to 5/30/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will participate in professional develop on Universal Design for Learning.				\$0.00
2	G1.B1.S1.A2	Teacher will implement strategies for Universal Design for Learning.				\$6,192.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	330-Travel	0401 - Pinewood Elementary	UniSIG		\$6,192.00
<i>Notes: Travel for the 4th grade to St. Augustine culminating activity for academic study of Florida history</i>						
3	G1.B2.S1.A1	Provide professional development training on differentiated instruction.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0401 - Pinewood Elementary			\$0.00
<i>Notes: Notes</i>						
4	G1.B2.S1.A2	Ensure collaborative planning with teachers to discuss implementation of differentiated instruction.				\$84,159.63
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7000	120-Classroom Teachers	0401 - Pinewood Elementary	UniSIG	0.57	\$73,075.00
<i>Notes: Pay teachers for planning during the summer</i>						
	6400	210-Retirement	0401 - Pinewood Elementary	UniSIG		\$5,494.79
<i>Notes: Pay for teachers for planning during the summer</i>						
	6400	220-Social Security	0401 - Pinewood Elementary	UniSIG		\$5,589.84
<i>Notes: Pay teachers for planning during the summer</i>						
5	G1.B2.S1.A3	Teachers will implement differentiated instructional strategies.				\$44,436.28
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0401 - Pinewood Elementary	UniSIG		\$16,723.68
<i>Notes: Supplemental materials to include Speedbags for Science, Florida Math workbooks, books for Story Works, and Write Score curriculum</i>						
	5100	510-Supplies	0401 - Pinewood Elementary	UniSIG		\$27,712.60
<i>Notes: Intervention materials to include LAFS and MAFS and Acaletics</i>						

6	G1.B2.S2.A1	Offer after school tutoring for students who are below grade level in grades 3-5.				\$0.00
7	G1.B3.S1.A1	Provide curriculum oriented activities and informational sessions geared towards parents.				\$10,897.08
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	390-Other Purchased Services	0401 - Pinewood Elementary	UniSIG		\$1,032.00
			<i>Notes: Reading Connection Newsletter for parents and Math and Science Connection Newsletter</i>			
	6150	510-Supplies	0401 - Pinewood Elementary	UniSIG		\$2,477.00
			<i>Notes: Grade level material for the home to promote parent involvement</i>			
	7800	790-Miscellaneous Expenses	0401 - Pinewood Elementary	UniSIG		\$7,388.08
			<i>Notes: Transportation for parents to the Saturday Parent Academy and other activities</i>			
8	G2.B1.S1.A1	Provide coaching support to teachers on developing activities aligned to the rigor of the standards.				\$0.00
9	G2.B1.S1.A2	Provide teachers with feedback utilizing the Marzano Framework focusing on elements 6-8 in Domain 2 and elements 5,8,9,12,13,15,17, and 18 in Domain 1.				\$0.00
10	G2.B1.S1.A3	Utilize District Professional Learning Community (DLPC) to provide training to their respective grade level.				\$5,493.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	390-Other Purchased Services	0401 - Pinewood Elementary	UniSIG		\$5,493.00
			<i>Notes: Pay Kelly Services for substitute teachers for days the regular teacher is participating in professional development</i>			
11	G2.B2.S1.A1	Teachers and the administrative team will participate in weekly common planning meetings in Reading and Math.				\$0.00
12	G3.B1.S1.A1	Provide professional development on differentiated instructional strategies.				\$0.00
13	G3.B2.S1.A1	Establish a National Elementary Honor Society				\$0.00
14	G3.B2.S1.A2	Provide Saturday school for the top 25% in 4th and 5th grades where hands-on STEM investigations are conducted.				\$72,262.01
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	330-Travel	0401 - Pinewood Elementary	UniSIG		\$6,367.00
			<i>Notes: Travel costs to WonderWorks tied to tutoring and Saturday school. During the Math tutoring during the week, teachers work with students who are below grade level in Math. Saturday school is an enrichment program that focuses on STEM and other enrichment learning activities in Reading and Science. The field trip to WorkWorks is an attendance incentive for students who have good attendance for the Math tutoring during the week and Saturday School. Students who have no more than 2 absences from tutoring and no more than 2 early or late pickups qualify for the field trip.</i>			

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	5900	120-Classroom Teachers	0401 - Pinewood Elementary	UniSIG	1.05	\$54,276.56
			<i>Notes: Pay teachers for supplemental instruction such as additional mathematics time for 3-5th grade and Saturday School for literacy.</i>			
	5900	210-Retirement	0401 - Pinewood Elementary	UniSIG		\$4,081.04
			<i>Notes: Pay teachers for supplemental instruction such as additional mathematics time for 3-5th grade and Saturday School for literacy.</i>			
	5900	220-Social Security	0401 - Pinewood Elementary	UniSIG		\$4,152.41
			<i>Notes: Pay teachers for supplemental instruction such as additional mathematics time for 3-5th grade and Saturday School for literacy.</i>			
	5900	510-Supplies	0401 - Pinewood Elementary	UniSIG		\$1,837.00
			<i>Notes: Supplemental instructional materials to include Saturday School STEM Kits</i>			
	7800	790-Miscellaneous Expenses	0401 - Pinewood Elementary	UniSIG		\$1,548.00
			<i>Notes: Travel costs to WonderWorks tied to tutoring and Saturday school. During the Math tutoring during the week, teachers work with students who are below grade level in Math. Saturday school is an enrichment program that focuses on STEM and other enrichment learning activities in Reading and Science. The field trip to WorkWorks is an attendance incentive for students who have good attendance for the Math tutoring during the week and Saturday School. Students who have no more than 2 absences from tutoring and no more than 2 early or late pickups qualify for the field trip.</i>			
15	G3.B2.S1.A3	Participate in Battle of the Books.				\$0.00
					Total:	\$223,440.00