

Pinewood Elementary School



2017-18 Schoolwide Improvement Plan

Pinewood Elementary School

1400 GILBERT ST, Eagle Lake, FL 33839

<http://schools.polk-fl.net/pes>

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	60%

School Grades History

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

**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 Polk 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 School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Pinewood Elementary is a safe, nurturing environment. We are responsible for our own learning and teaching others. We have high expectations, minds that think, hands that work, and hearts that love.

b. Provide the school's vision statement.

We envision Pinewood Elementary as a safe, secure environment conducive to learning where: Every student learns actively, accepts others, and achieves; Every staff member is a leader, active learner, and a caring advocate for children; every parent and the school community are invited, interested, and involved in the education of our students.

2. School Environment

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

To welcome parents and students to the new school year, an A.M. and P.M. orientation is offered. This allows teachers to introduce themselves to families and spend time learning about their new students and their families. After four-five weeks of school, each grade level offers two flexible Open House time slots for parents to attend with their child. By this time, teachers have had the opportunity to gather information and data on each student. Teachers then begin scheduling the first face-to-face conference with each parent. To converse with parents and build relationships throughout the year, a student agenda is used daily, phone calls are made by teachers and a second face-to-face parent conference is held during the second semester. A minimum of two face-to-face conferences are held with each student's parent/guardian and many teachers make home visits. Both of these forms of communication help teachers gain insight into the child's family life. The school social worker is on campus at least once a week conversing with administrators and the guidance counselor regarding students of concern. Home visits are made by the social worker to provide parents assistance with these concerns. Additionally, a parent news letter is sent home every quarter, the Remind 100 app is utilized, a school website is maintained and school-wide messages are sent home by using School Messenger. The school also has a Twitter and Facebook account.

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

School-wide expectations are communicated and posted throughout campus. All staff members diligently model respectful behavior and kindness. A Positive Behavior Support program is used school-wide and the implementation of CHAMPS is continuing. Bullying lessons are taught during the first two weeks of school and students are taught what bullying is and how to report bullying. The school is diligent in assuring that adult supervision is present at all times in all student locations. Children feel safe reporting any infractions to the nearest adult. The Precious Not Prickly program is also used throughout all classrooms on campus.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

During the week prior to students returning to school, all school personnel are trained in the school wide PBS program. This system provides for student ownership of clear behavioral expectations. Parents are aware of this system as they receive a daily report of the child's behavior via the agenda. Behavioral expectations are posted throughout the school and are referenced periodically through the morning TV show to keep these expectations before them. The schools behavioral program includes expectation forms for classroom use, which always involve the parent, and office referrals for severe infraction.

The student handbook, located in the front of the student agenda fully details the school-wide expectations and discipline plan for parents and students.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The school guidance counselor is a major resource of providing social and emotional needs for students and families through many means. Homeless families are served through the HEARTH program; the school's contact with outside agencies provides much needed gifts and supplies for low socioeconomic students; the school initiates partnerships with community civic organizations to provide school supplies, uniforms, and medical services for Pinewood students. The guidance counselor, school psychologists, and social worker assists in meets students' social and emotional needs as they arise throughout the year.

The school also participates with Agape Food Bank in their back pack program. Children identified as in need of food are offered a backpack every Friday. The backpack is filled with food for the weekend,

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 terminal operator will meet with the school social worker on a weekly basis to review attendance reports. The leadership team reviews attendance, overage and discipline data monthly. Action plans are developed for students showing discipline and attendance issues.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	10	11	12	9	10	0	0	0	0	0	0	0	52
One or more suspensions	0	2	3	5	3	5	0	0	0	0	0	0	0	18
Course failure in ELA or Math	0	10	17	10	26	13	0	0	0	0	0	0	0	76
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Over age Students	0	0	0	1	3	1	0	0	0	0	0	0	0	5

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	2	1	2	2	0	0	0	0	0	0	0	8

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

The terminal operator (attendance manager) at the school works closely with the social worker to monitor students with poor attendance records. They meet the first week of each month to review attendance records and set up meeting with parents to develop attendance action plans to help with parents with needs for these students.

Students who have a D or F on their report card in ELA or Math are monitored through a Progress Monitoring Plan which involves the student, teacher, and parents.

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

See Parent Involvement plan

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

Pinewood failed to meet one criterion to receive the 5 Star School award for the 2016-2017 school year, due to receiving a school grade of a "D". The application for the 2016-2017 school year has been submitted. Each year the school solicits meaningful, effective partnerships with area community groups. These civic clubs, churches, organizations, and individuals provide much needed care for students throughout the year. Many of these groups provide food for the Books and Bites program that allows students to choose food items from the pantry on Fridays to take home for weekend consumption. This program also helps Pinewood students increase their reading skills through providing a complimentary book for them as well as much-needed food for their families for the weekend. Pinewood students are very proud of their contribution to their families in this unique way.

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
Garcia, Mary	School Counselor
Stewart, Celeste	Assistant Principal
Starling, Meghan	Instructional Coach
Campbell, April	Principal
Cella, Camaran	Instructional Coach
Hayes, Magen	Other

b. Duties

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

Principal: The Principal provides a common vision for the use of data-based decision –making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS implementation; develops a culture of expectation with the school staff for the implementation of MTSS schoolwide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal: Assists Principal, in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS, further assists the principal in the assessment of MTSS skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS plans and activities.

Reading Instructional Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk,” assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Counselor: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation data-based decision making activities. Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students’ academic, emotional, behavioral, and social success.

Instructional Math Coach: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk,” assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for

assessment and implementation monitoring.

Title One Interventionist: Analyzes student data to identify students of concern, develops and implements small group lesson plans and activities to bridge standard-based gaps and increase student academic achievement. Supports classroom teacher in both pull in and pull out reading intervention strategies. Implements Title I Plan including coordinating parental involvement activities with the school and the regional family involvement centers, develops the Parental Involvement Plan (PIP) and documents activities of the Title I plan for audit purposes.

Media Specialist: Encourages student enthusiasm for the learning process and for the development of foundational reading skills. Assists in the selection of books and other instructional materials related to literacy. Evaluates accomplishments of students on a regular basis using multiple assessment methods. Works cooperatively with teachers and parents to provide services related to reading and literacy.

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 will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The MTSS Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- o Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- o Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
- o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.
- o Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans

Title I, Part A

Title I, Part A funds school-wide services to Pinewood Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A support provides after school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for the parents.

Title I, Part C - Migrant

Migrant students enrolled in Pinewood Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students

and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Title I, Part D provides Transitions Facilitators to assist students with transition from Department of Juvenile Justice facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, licenses for software programs and web based access via Title II-D funds. Funds available to Pinewood Elementary are used to purchase Professional development through the avenue of PD360.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X - Homeless

The Hearth Program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the MEP funded through Title I, Part C.

Violence Prevention Programs

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, etc.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
April Campbell	Principal
Celeste Stewart	Principal
Tyechia Johnson (Chair)	Business/Community
Michael Rodriguez	Teacher
Marion Alvarez	Teacher
Jeff Skipper	Business/Community
Kenya Herrington	Parent
Sonia Martinez	Parent
Cassandra Alvarado	Parent
James Ammons	Business/Community
Zaida Bruno	Education Support Employee
Brenda Johnson	Business/Community
Sharon Claridy	Business/Community
Jessica Dame	Teacher
Angela Willis	Teacher
Reed Parmer	Parent

b. Duties

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

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 September 2017 meeting, the School Advisory Council will discuss the progress made on the 2016-2017 SIP a. Administration will present and discuss the seven components of the school grade, share the points earned each. Detailed information on sub group and individual grade level performance will also be shared.

b. Development of this school improvement plan

At the September 2017 meeting, the administration will present the 16-17 goals and the rationale for each goal. The strategies to reach the school goals will be discussed, questions will be answered answered, and feedback will be elicited.

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

During the October 2017 SAC meeting, members will discuss the needs of the school based on teacher surveys, administrators' suggestions, and SAC member suggestions. Funds will be allotted after, suggestion, motions, and voting.

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

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
Garcia, Mary	School Counselor
Campbell, April	Principal
Starling, Meghan	Instructional Coach
Stewart, Celeste	Assistant Principal

b. Duties

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

1. Monitoring results of on going progress monitoring
 2. Determining and monitoring the individual needs of students in the bottom 25% in both reading and math
 3. Determining and monitoring the individual needs of students in targeted sub-groups.
 4. Provide weekly updates to ensure rigor in the classrooms.
 5. Various challenges are planned with Accelerated Reader goals.
 6. The Bridge Book Program is a district sponsored program that brings a book bus to campus once a week.
- Kindergarten students participate in literacy activities with their classroom teacher and the bus media specialists.

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.

Each grade level has a designated leader who works with the group to provide information from the literacy team and help with curriculum concerns. The instructional coaches provide modeling, training, and assistance as needed. They provide weekly meetings to update the instructional staff on district and state initiatives. All teachers are provided with daily common planning blocks. The administration hosts special events throughout the year that brings the staff together in an effort to maintain a nonthreatening family atmosphere.

Each year the administration establishes and promotes a school-wide theme to promote positive working relationships among staff.

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

1. Prior to the start of the school year new staff members are given the opportunity to visit the campus to familiarize themselves with the school and make them feel comfortable before the remaining staff members arrive on campus. The principal and assistant principal are responsible for ensuring this occurs.

2. Each year the Sunshine Committee partners each new teacher with a veteran teacher on staff. For the first week the veteran teacher leaves anonymous notes of encouragement and treats in the teacher's box. At the end of the week the veteran teacher reveals herself to the new teacher at a planned afternoon event. The goal of this program is to provide each new staff member with a connection with one other person (not on their grade level team).

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

Each grade level team leader provides support for teachers who are new to the field of education or the school. Instructional coaches meet with new teachers on a regular basis to ensure all aspects of the curriculum and planning are fully understood.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Pinewood Elementary instructional staff follows the district set curriculum maps and uses state and district adopted textbooks and materials. All teachers are provided a binder that includes all language arts and math Florida standards. Teachers build their weekly instructional lessons using these standards. Parents receive a copy of these standards at parent workshops in the fall.

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.

Data is paramount at Pinewood Elementary. Teachers use this valuable data to determine the needs of the students and what areas of instruction needs to be addressed. Teachers track individual students data based on each standard. If a student is not progressing through regular classroom instruction as expected then the teacher refers the student to the MTSS problem-solving team who analyzes the data and provides an intervention plan based on that students needs. This team meets monthly to stay abreast of student needs and monitor progress. All teachers use their most current data to differentiate instruction within their classrooms.

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: Before School Program

Minutes added to school year: 5,000

iStation is the district adopted computer based program for ELA and Math progress monitoring. The morning program will allow our struggling students an opportunity to have extended time using iStation, which will allow them to meet their recommended time blocks.

Strategy Rationale

iStation levels students into three tiers according to need, and tier 3 students are required to be active on the program for 90 minutes each week. If students participate in this before school program, they will not lose instructional time in the classroom to meet their 90 minute mark.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Stewart, Celeste, celeste.stewart@polk-fl.net

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

The supervising teacher will use data provided by the program to target specific areas of need for each students. This information will be shared with the classroom teacher who will be able to provide targeted intervention in the classroom. In addition, students take an assessment at the beginning of each month. The supervising teacher and assistant principal will review this data after each assessment to determine if students are making adequate progress. Attendance and engagement data will be tracked and monitored as well.

Strategy: After School Program

Minutes added to school year: 2,250

Students waiting for their bus have an extra 30 minutes of Language Arts instruction using the Mob Max program with certified teachers overseeing their progress

Strategy Rationale

Students are available to sharpen their skills during this 30 minute time block each day and the Literacy Team decided to use the time in this manner using SAI funding.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

Students are evaluated daily on the progress they make in this after school tutoring program

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.

1. Kindergarten Round-up: a designated week in April for parents to complete registration packets and get a tour of the school campus. One night during that week will be open for parents to come in with their students to meet the teachers, tour the classrooms, and get important information to help their children make a smooth transition into Kindergarten.

2. Remind message and flyers are sent to the homes of currently enrolled students. Area church leaders and preschools are contacted to assist with the promotion of Kindergarten Round-Up. They are provided posters and flyers to distribute.

Posts are made on Facebook and Twitter to encourage parents to spread the word about upcoming kindergarten round up

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this 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.

ELA

- Strengths - Overall learning gains increased from 41% to 43%, and learning gains for the lowest 25% of

students increased 10 percentage points.

- Areas of need: Increase overall achievement. Further disaggregation by grade level indicates that 5th grade scores did not align with school-wide achievement in gains.

Math

- Strengths - Overall achievement increased by 9 percentage points, overall learning gains increased from 27% to 41%, and learning gains for the lowest 25% of students increased from 20% to 38%.
- Areas of need - Further disaggregation by grade level indicates that 5th grade scores did not align with school-wide achievement in gains.

Science

- Strengths - Overall achievement increased from 22% to 28%
- Areas of need -Overall achievement

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.

ELA - Inconsistency in 5th grade core instruction due to staff turnover, small group instruction not aligned with the needs of the students,

Math - Inconsistency in 5th grade core instruction due to staff turnover, small group instruction not aligned with the needs of the students

Science - Inconsistency in 5th grade core instruction due to staff turnover, overall core instruction is weak

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.** If we engage students with meaningful and effective instructional strategies aligned to the standards during whole group and small group instruction, then student achievement in the subgroups will increase.
- G2.** The entire school staff will organize and manage a supportive environment for optimal learning. The staff will build strong relationships with families and communities to support the learning environment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we engage students with meaningful and effective instructional strategies aligned to the standards during whole group and small group instruction, then student achievement in the subgroups will increase.

1a

G098893

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	55.0
FSAA Mathematics Achievement	60.0
Math Gains District Assessment	45.0
Math Lowest 25% Gains	45.0
Science Achievement District Assessment	50.0

Targeted Barriers to Achieving the Goal 3

- small group instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- instructional coaches
- designated planning blocks
- structured planning sessions
- ESOL paras
- inclusion teachers
- Performance Matters
- Star Math
- iStation

Plan to Monitor Progress Toward G1. 8

School and district on going assessments

Person Responsible

April Campbell

Schedule

Every 6 Weeks, from 8/10/2017 to 5/25/2018

Evidence of Completion

student data from each classroom teacher

G2. The entire school staff will organize and manage a supportive environment for optimal learning. The staff will build strong relationships with families and communities to support the learning environment. 1a

G098894

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	322.0

Targeted Barriers to Achieving the Goal 3

- failure to establish positive relationships with the understanding of the needs of the student population

Resources Available to Help Reduce or Eliminate the Barriers 2

- CHAMPS
- Precious Not Prickly Program
- School-wide PBS Program and school-wide expectations

Plan to Monitor Progress Toward G2. 8

Discipline data will be collected in Genesis and reviewed monthly by the leadership team.

Person Responsible

Celeste Stewart

Schedule

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

Evidence of Completion

The number of incidents recorded in Genesis will decrease at the end of the year by 20%

Plan to Monitor Progress Toward G2. 8

The number of students attending the PBS celebrations will be monitored and reviewed by the leadership team.

Person Responsible

Celeste Stewart

Schedule

Every 6 Weeks, from 8/9/2016 to 5/22/2017

Evidence of Completion

The number of individual students earning the marks needed to attend celebrations from each class will be 90% or higher.

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. If we engage students with meaningful and effective instructional strategies aligned to the standards during whole group and small group instruction, then student achievement in the subgroups will increase. 1

G098893

G1.B10 small group instruction 2

B266219

G1.B10.S1 Professional development on effective use of Performance Matters for data tracking purpose.

4

S282150

Strategy Rationale

A new system and new way to look at data has been established, and teachers need to know how to use it effectively.

Action Step 1 5

Strengthen teacher capacity related to the MTSS process

Person Responsible

Meghan Starling

Schedule

Every 6 Weeks, from 8/3/2017 to 4/27/2018

Evidence of Completion

MTSS paperwork for Tier 2 & 3 students.

Action Step 2 5

Build knowledge of reports and resources available within STAR Early Literacy

Person Responsible

Meghan Starling

Schedule

Every 2 Months, from 8/3/2017 to 4/27/2018

Evidence of Completion

Data chats with teachers using class STAR Early Literacy reports

Action Step 3 5

Build knowledge of reports and resources available within iStation

Person Responsible

Celeste Stewart

Schedule

On 4/27/2018

Evidence of Completion

Data chats with teachers using iStation reports

Plan to Monitor Fidelity of Implementation of G1.B10.S1 6

Administrators will attend all professional development sessions

Person Responsible

April Campbell

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 7

Administrators will look for evidence of data driven small group instruction during classroom observations.

Person Responsible

April Campbell

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

journey entries

G1.B10.S2 Professional Development/Training on high yield strategies for engaging students in standards based instruction. 4

 S282151

Strategy Rationale

Teachers lack understand of the depth of math standards

Action Step 1 5

Staff will attend the NCTM Mathematics Conference and Exposition in Orlando

Person Responsible

Celeste Stewart

Schedule

On 10/19/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B10.S2 6

Math Coach will plan and observe math instruction with teachers

Person Responsible

Camaran Cella

Schedule

Biweekly, from 10/23/2017 to 5/4/2018

Evidence of Completion

Lesson Plans Observations

Plan to Monitor Effectiveness of Implementation of G1.B10.S2 7

STAR math assessments swill monitored

Person Responsible

Schedule

Biweekly, from 10/23/2017 to 5/4/2018

Evidence of Completion

Graphs with student scores

G1.B10.S3 Provide parents family night activities to increase parental involvementt and student achievement. 4

S282152

Strategy Rationale

Parents lack knowledge and resources of how to assist their children with academics and social skills

Action Step 1 5

Parent nights will be held

Person Responsible

Magen Hayes

Schedule

Annually, from 10/2/2017 to 2/2/2018

Evidence of Completion

Parent sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B10.S3 6

Follow survey for parents

Person Responsible

Magen Hayes

Schedule

Annually, from 10/2/2017 to 2/2/2018

Evidence of Completion

Parent attendance sheets

Plan to Monitor Effectiveness of Implementation of G1.B10.S3 7

Person Responsible

Schedule

Evidence of Completion

G2. The entire school staff will organize and manage a supportive environment for optimal learning. The staff will build strong relationships with families and communities to support the learning environment. 1

G098894

G2.B3 failure to establish positive relationships with the understanding of the needs of the student population 2

B266222

G2.B3.S1 Professional development on CHAMPS. 4

S282154

Strategy Rationale

CHAMPS training will provide a common language and school-wide expectations for all staff.

Action Step 1 5

Professional development on CHAMPS

Person Responsible

April Campbell

Schedule

Semiannually, from 8/3/2017 to 3/23/2018

Evidence of Completion

attendance sign-in sheets, classroom observations, discipline referrals

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Person Responsible

Schedule

Evidence of Completion

G2.B3.S2 Book study on Engaging Students with Poverty in Mind 4

 S282155

Strategy Rationale

Due the diverse populations and large number of students from homes of poverty, teachers will gain with an understand of the skills needed to actively engage students in learning.

Action Step 1 5

Teachers will participate in a book study with the book Engaging Students with Poverty In Mind

Person Responsible

Celeste Stewart

Schedule

On 3/23/2018

Evidence of Completion

attendance sign-in sheet, classroom observations

Action Step 2 5

Professional development on diversity, Marzona's high yield strategies.

Person Responsible

Celeste Stewart

Schedule

On 9/14/2017

Evidence of Completion

attendance sign-in sheet, follow-up activity, classroom observations

Action Step 3 5

Fifth Grade students will participate in the Drum Beat Program.

Person Responsible

April Campbell

Schedule

Weekly, from 9/11/2017 to 5/25/2018

Evidence of Completion

classroom observations, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Leadership team will discuss discipline data monthly.

Person Responsible

April Campbell

Schedule

On 5/18/2018


Evidence of Completion

attendance sign-in sheets, observations on the use of CHAMPS language

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					
G2.B3.S1.MA1 M413182	[no content entered]		No Start Date		No End Date one-time
G2.B3.S1.MA1 M413183	[no content entered]		No Start Date		No End Date one-time
G1.B10.S3.MA1 M413177	[no content entered]		No Start Date		No End Date one-time
G2.MA1 M413185	Discipline data will be collected in Genesis and reviewed monthly by the leadership team.	Stewart, Celeste	9/9/2016	The number of incidents recorded in Genesis will decrease at the end of the year by 20%	5/19/2017 monthly
G2.MA2 M413186	The number of students attending the PBS celebrations will be monitored and reviewed by the...	Stewart, Celeste	8/9/2016	The number of individual students earning the marks needed to attend celebrations from each class will be 90% or higher.	5/22/2017 every-6-weeks
G2.B3.S2.A2 A380748	Professional development on diversity, Marzona's high yield strategies.	Stewart, Celeste	9/14/2017	attendance sign-in sheet, follow-up activity, classroom observations	9/14/2017 one-time
G1.B10.S2.A1 A380741	Staff will attend the NCTM Mathematics Conference and Exposition in Orlando	Stewart, Celeste	10/19/2017		10/19/2017 one-time
G1.B10.S3.MA1 M413178	Follow survey for parents	Hayes, Magen	10/2/2017	Parent attendance sheets	2/2/2018 annually
G1.B10.S3.A1 A380742	Parent nights will be held	Hayes, Magen	10/2/2017	Parent sign-in sheets	2/2/2018 annually
G2.B3.S1.A1 A380746	Professional development on CHAMPS	Campbell, April	8/3/2017	attendance sign-in sheets, classroom observations, discipline referrals	3/23/2018 semiannually
G2.B3.S2.A1 A380747	Teachers will participate in a book study with the book Engaging Students with Poverty In Mind	Stewart, Celeste	10/16/2017	attendance sign-in sheet, classroom observations	3/23/2018 one-time
G1.B10.S1.A1 A380738	Strengthen teacher capacity related to the MTSS process	Starling, Meghan	8/3/2017	MTSS paperwork for Tier 2 & 3 students.	4/27/2018 every-6-weeks
G1.B10.S1.A2 A380739	Build knowledge of reports and resources available within STAR Early Literacy	Starling, Meghan	8/3/2017	Data chats with teachers using class STAR Early Literacy reports	4/27/2018 every-2-months
G1.B10.S1.A3 A380740	Build knowledge of reports and resources available within iStation	Stewart, Celeste	8/3/2017	Data chats with teachers using iStation reports	4/27/2018 one-time
G1.B10.S2.MA1 M413175	STAR math assessments swill monitored		10/23/2017	Graphs with student scores	5/4/2018 biweekly
G1.B10.S2.MA1 M413176	Math Coach will plan and observe math instruction with teachers	Cella, Camaran	10/23/2017	Lesson Plans Observations	5/4/2018 biweekly
G2.B3.S2.MA1 M413184	Leadership team will discuss discipline data monthly.	Campbell, April	9/8/2017	attendance sign-in sheets, observations on the use of CHAMPS language	5/18/2018 one-time
G1.MA1 M413179	School and district on going assessments	Campbell, April	8/10/2017	student data from each classroom teacher	5/25/2018 every-6-weeks
G1.B10.S1.MA1 M413173	Administrators will look for evidence of data driven small group instruction during classroom...	Campbell, April	8/14/2017	journey entries	5/25/2018 daily
G1.B10.S1.MA1 M413174	Administrators will attend all professional development sessions	Campbell, April	8/3/2017	sign in sheets	5/25/2018 monthly

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Pinewood Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S2.A3  A380749	Fifth Grade students will participate in the Drum Beat Program.	Campbell, April	9/11/2017	classroom observations, lesson plans	5/25/2018 weekly

V. Professional Development Opportunities

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

G1. If we engage students with meaningful and effective instructional strategies aligned to the standards during whole group and small group instruction, then student achievement in the subgroups will increase.

G1.B10 small group instruction

G1.B10.S1 Professional development on effective use of Performance Matters for data tracking purpose.

PD Opportunity 1

Strengthen teacher capacity related to the MTSS process

Facilitator

Meghan Starling

Participants

K-5 teachers and ESE teachers

Schedule

Every 6 Weeks, from 8/3/2017 to 4/27/2018

PD Opportunity 2

Build knowledge of reports and resources available within STAR Early Literacy

Facilitator

Meghan Starling

Participants

K-5 and ESE teachers

Schedule

Every 2 Months, from 8/3/2017 to 4/27/2018

PD Opportunity 3

Build knowledge of reports and resources available within iStation

Facilitator

Celeste Stewart

Participants

K-5 and ESE teachers

Schedule

On 4/27/2018

G1.B10.S2 Professional Development/Training on high yield strategies for engaging students in standards based instruction.

PD Opportunity 1

Staff will attend the NCTM Mathematics Conference and Exposition in Orlando

Facilitator

Participants

Celeste Stewart, Becky Durham, Matt Block, JoAnn Dawson, Bobbi Jo Smith

Schedule

On 10/19/2017

G2. The entire school staff will organize and manage a supportive environment for optimal learning. The staff will build strong relationships with families and communities to support the learning environment.

G2.B3 failure to establish positive relationships with the understanding of the needs of the student population

G2.B3.S1 Professional development on CHAMPS.

PD Opportunity 1

Professional development on CHAMPS

Facilitator

April Campbell

Participants

All teachers

Schedule

Semiannually, from 8/3/2017 to 3/23/2018

G2.B3.S2 Book study on Engaging Students with Poverty in Mind

PD Opportunity 1

Teachers will participate in a book study with the book Engaging Students with Poverty In Mind

Facilitator

Celeste Stewart

Participants

All teachers

Schedule

On 3/23/2018

PD Opportunity 2

Professional development on diversity, Marzona's high yield strategies.

Facilitator

Ernest Joe

Participants

All teachers

Schedule

On 9/14/2017

VI. Technical Assistance Items

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

G2. The entire school staff will organize and manage a supportive environment for optimal learning. The staff will build strong relationships with families and communities to support the learning environment.

G2.B3 failure to establish positive relationships with the understanding of the needs of the student population

G2.B3.S2 Book study on Engaging Students with Poverty in Mind

TA Opportunity 1

Fifth Grade students will participate in the Drum Beat Program.

Facilitator

Christie Nipper

Participants

fifth grade students

Schedule

Weekly, from 9/11/2017 to 5/25/2018

VII. Budget

1	G1.B10.S1.A1	Strengthen teacher capacity related to the MTSS process				\$234,549.71
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		160-Other Support Personnel	1731 - Pinewood Elementary School			\$54,717.55
			Notes: Reading Coach			
		160-Other Support Personnel	1731 - Pinewood Elementary School			\$64,001.11
			Notes: Math Coach			
			1731 - Pinewood Elementary School			\$42,623.89
			Notes: Science Coach			
			1731 - Pinewood Elementary School			\$8,323.33
			Notes: Provide classroom libraries with different leveled books			
			1731 - Pinewood Elementary School			\$3,000.00
			Notes: tutoring			

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			1731 - Pinewood Elementary School			\$61,883.83
			Notes: Title One Interventionist			
2	G1.B10.S1.A2	Build knowledge of reports and resources available within STAR Early Literacy				\$8,009.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1731 - Pinewood Elementary School			\$8,009.00
			Notes: general supplies			
3	G1.B10.S1.A3	Build knowledge of reports and resources available within iStation				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1731 - Pinewood Elementary School			\$10,000.00
			Notes: iPad carts			
4	G1.B10.S2.A1	Staff will attend the NCTM Mathematics Conference and Exposition in Orlando				\$8,134.40
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1731 - Pinewood Elementary School			\$2,000.00
			Notes: math conference			
			1731 - Pinewood Elementary School	Title, I Part A		\$6,134.40
			Notes: substitutes			
5	G1.B10.S3.A1	Parent nights will be held				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1731 - Pinewood Elementary School			\$1,000.00
			Notes: parent night refreshments			
		239-Other	1731 - Pinewood Elementary School	Title, I Part A		\$2,000.00
			Notes: special activity payroll			
6	G2.B3.S1.A1	Professional development on CHAMPS				\$6,143.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1731 - Pinewood Elementary School			\$3,093.00
			Notes: student planners			

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			1731 - Pinewood Elementary School			\$3,050.00
			Notes: parent communication postage printing printer cartridges			
7	G2.B3.S2.A1	Teachers will participate in a book study with the book Engaging Students with Poverty In Mind				\$1,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1731 - Pinewood Elementary School			\$1,600.00
			Notes: Book -			
8	G2.B3.S2.A2	Professional development on diversity, Marzona's high yield strategies.				\$2,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1731 - Pinewood Elementary School			\$1,500.00
			Notes: teacher resources			
		120-Classroom Teachers	1731 - Pinewood Elementary School	Title, I Part A		\$1,100.00
			Notes: substitutes book - The Essentials for Standards Driven Classroom			
9	G2.B3.S2.A3	Fifth Grade students will participate in the Drum Beat Program.				\$0.00
					Total:	\$274,036.11