



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Pinewoods Elementary School

11900 STONEYBROOK GOLF DR

Estero, FL 33928

239-947-7500

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

School Demographics

School Type
Elementary School

Title I
No

Free and Reduced Lunch Rate
47%

Alternative/ESE Center
No

Charter School
No

Minority Rate
44%

School Grades History

2013-14
B

2012-13
A

2011-12
A

2010-11
A

2009-10
A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	15
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	20
Part III: Coordination and Integration	22
Appendix 1: Professional Development Plan to Support Goals	23
Appendix 2: Budget to Support Goals	24

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School

Pinewoods Elementary School

Principal

Leslie Gunderson

School Advisory Council chair

Jim Pastore

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

Name	Title
Gina Falzone	Assistant Principal
Barbara Hardee	Curriculum Specialist
Jamie Mackereth	Reading Coach
Georgia Roberts	Guidance Counselor

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

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

Membership of the SAC

SAC Chair - Jim Pastore (Parent)
 DAC - Jim Pastore (Parent)
 DAC Alternative - I'lina Jackson (Parent)
 Secretary - Jamie Mackereth (Teacher)
 Parents - Nicole Starling, Angie Guillette
 Administrator - Leslie Gunderson
 Business Member - Darcee Schiering
 Community members - Mike Rollo
 Support Staff - Sue Ramirez, Lidia Encinosa
 49% are District employees, 51% are non-District employees

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The SAC shall review school performance data (baseline, midyear, end-of-year, 'monthly state of the school') throughout the year to help determine the causes of low performance. The SAC shall advise the school on its SIP to help ensure it remains a living document. The SIP shall be approved by SAC through peer review.

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

Any monies received will be earmarked to support our school improvement goal.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Leslie Gunderson

Principal

Years as Administrator: 16

Years at Current School: 2

Credentials

Masters - Educational Leadership
 Bachelor's - Elementary Education
 Certifications: Elementary Education (Grades 1-6)
 School Principal (All Levels)

Performance Record

2012-2013: Grade: A
 % Meeting High Standards in Reading:
 % Making Learning Gains in Reading:
 % of Lowest 25% Making Learning Gains in Reading:
 2011-2012: Grade A
 % Meeting High Standards in Reading: 63
 % Making Learning Gains in Reading: 70
 % of Lowest 25% Making Learning Gains in Reading: 65
 2010-2011: Grade A
 AYP: Hispanic subgroup did not make AYP in Reading
 % Meeting High Standards in Reading: 86
 % Making Learning Gains in Reading: 72
 % of Lowest 25% Making Learning Gains in Reading: 60

Gina Falzone

Asst Principal

Years as Administrator: 7

Years at Current School: 7

Credentials

Masters - Educational Leadership
 Bachelor's - Elementary Education
 Certifications: Elementary Education (Grades 1-6)
 Foreign Language: Spanish (Grades K-12)
 Educational Leadership (All Levels)

Performance Record

2012-2013: Grade: A
 % Meeting High Standards in Reading:
 % Making Learning Gains in Reading:
 % of Lowest 25% Making Learning Gains in Reading:
 2011-2012: Grade A
 % Meeting High Standards in Reading: 63
 % Making Learning Gains in Reading: 70
 % of Lowest 25% Making Learning Gains in Reading: 65
 2010-2011: Grade A
 AYP: Hispanic subgroup did not make AYP in Reading
 % Meeting High Standards in Reading: 86
 % Making Learning Gains in Reading: 72
 % of Lowest 25% Making Learning Gains in Reading: 60

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Jamie Mackereth**

Full-time / School-based

Years as Coach: 1

Years at Current School: 4

Areas

Reading/Literacy, Data, RtI/MTSS

Credentials

Masters - Reading

Bachelor's - Elementary Education

Certifications: Elementary Education (Grades K-6)

Reading (K-12)

Performance Record

2012-2013: Grade: A

% Meeting High Standards in Reading:

% Making Learning Gains in Reading:

% of Lowest 25% Making Learning Gains in Reading:

2011-2012: Grade A

% Meeting High Standards in Reading: 63

% Making Learning Gains in Reading: 70

% of Lowest 25% Making Learning Gains in Reading: 65

2010-2011: Grade A

AYP: Hispanic subgroup did not make AYP in Reading

% Meeting High Standards in Reading: 86

% Making Learning Gains in Reading: 72

% of Lowest 25% Making Learning Gains in Reading: 60

Classroom Teachers**# of classroom teachers**

64

receiving effective rating or higher

61, 95%

Highly Qualified Teachers

100%

certified in-field

63, 98%

ESOL endorsed

45, 70%

reading endorsed

8, 13%

with advanced degrees

22, 34%

National Board Certified

3, 5%

first-year teachers

2, 3%

with 1-5 years of experience

16, 25%

with 6-14 years of experience

28, 44%

with 15 or more years of experience

18, 28%

Education Paraprofessionals**# of paraprofessionals**

18

Highly Qualified

100, 556%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Administrators will meet with new teachers on a quarterly basis or more often if deemed necessary. New teachers will be assigned a veteran mentor teacher to assist with school procedures, management, and curriculum within the first 30 days of the school year. There is a preschool meeting with all teachers new to Pinewoods Elementary called the 'New to Pinewoods meeting'. The focus of this meeting is to review school policies and procedures, review the school curriculum, review instructional staff handbook, and tour the school campus.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

During the 2013-2014 school year, first year teachers to the school district are engaged in the APPLES program. Through this program new teachers are assigned mentors to assist them throughout the year with planning, assessing, instructing and implementing instructional strategies into daily practice. At the school level, we provide the opportunity for new teachers to observe master teachers, as well as attending quarterly "New to Pinewoods" meetings where the agendas are created based on new teachers' needs. Each new teacher was paired with a master teacher on her grade level who has completed the mandatory collegial coaching training.

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

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

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

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

Funding for MTSS is used to support additional staffing needs, including, but not limited to Paraprofessionals. These teaching assistants are placed in most classrooms at each grade level to provide additional small group instruction during a school-wide iii block. During iii, interventions are provided based on individual student needs. Data centered on this intervention, will be collected over a 6-8 week period, and is tracked to evaluate the effectiveness of the MTSS intervention. If the intervention process proves ineffective, the MTSS team will reconvene to discuss how resources could be more effectively used.

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

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

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

The team is responsible to ensure that all stake holders have a clear understanding of the SIP and MTSS.

All Members are responsible for the following:

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

Principal/Assistant Principal

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

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

School Psychologist

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

Guidance Counselor

- Consult with MTSS team

- Provide staff trainings

Social Worker

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

ESOL Representative

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

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

The leadership team at Pinewoods Elementary often monitors the fidelity of the school's MTSS process and SIP by constantly and consistently reviewing student data. Additionally, they provide seamless implementation of resources in each classroom. Members of the administration team meet with individual grade levels to discuss students who are currently in the MTSS process. At a school-wide level, Pinewoods has quality expectations for classroom and student data board/data folders, which align with SIP goals. Monthly 'State of the School' meetings are held to share data and levels of proficiency at each grade level in the core subject areas.

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

Pinewoods Elementary utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and comparative district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented intervention. Each classroom is required to maintain an up-to-date data wall tracking proficiency in various subject areas while individual students keep folders of their personal progress toward proficiency.

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

Pinewoods Elementary provides multiple opportunities throughout the school year for parents to better understand federal, state, district, and school goals and expectation for their students. At the beginning of the second semester we will be holding school wide student led conferences where students will be sharing their data and proficiency with their parents.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program**Minutes added to school year:** 500

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

Strategy Purpose(s)

- Instruction in core academic subjects

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

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

Who is responsible for monitoring implementation of this strategy?

The teacher and the 'extended learning' teacher are both responsible for the implementation of this strategy.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Jamie Mackereth	Reading Coach
Alexandra Wilkinson	Clerk Typist
Patricia Cicero	Third Grade Teacher
Sara Kohlhauff	Fourth Grade Teacher
Bobbi Soderstrom	Fourth Grade Teacher
Jennifer Mendez	Third Grade Teacher
Brittany Moersch	Fourth Grade Teacher
Kim Mullan	Third Grade Teacher
Chris Patricca	Parent

How the school-based LLT functions

The LLT meets once per month to analyze data and make decisions regarding our literacy programs. We utilize the PDSA tools to analyze the effectiveness of our team. It is the duty of the LLT to help achieve the reading goals of the SIP.

Major initiatives of the LLT

The major initiatives of the LLT will be to raise student achievement through progress monitoring, implementing explicit research based interventions and modeling these strategies for the teachers. The Pinewoods LLT will promote the alignment of reading and writing through the grade levels. A major goal for the LLT will be that all subgroups will make learning gains.

Every Teacher Contributes to Reading Instruction

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

Every day each staff member with the exception of front office, custodial, and cafeteria staff participates in scheduled "Immediate Intensive Intervention" (iii) reading time with students kindergarten through fifth grade. Each grade level meets on a regular basis to analyze reading assessment data in order to inform and modify reading instruction to ultimately improve student reading achievement.

Preschool Transition

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

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

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

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	75%	70%	No	78%
American Indian				
Asian		71%		
Black/African American				
Hispanic	51%	45%	No	56%
White	88%	84%	No	89%
English language learners	45%	22%	No	51%
Students with disabilities	36%	28%	No	42%
Economically disadvantaged	59%	51%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	105	26%	28%
Students scoring at or above Achievement Level 4	183	45%	47%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	193	75%	77%
Students in lowest 25% making learning gains (FCAT 2.0)	46	70%	72%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	50	46%	48%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	23	21%	23%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	27	25%	27%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	93	61%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	71%	Yes	71%
American Indian				
Asian		71%		
Black/African American				
Hispanic	47%	57%	Yes	52%
White	79%	80%	Yes	81%
English language learners	38%	43%	Yes	45%
Students with disabilities	32%	34%	Yes	39%
Economically disadvantaged	53%	56%	Yes	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	134	33%	35%
Students scoring at or above Achievement Level 4	159	39%	41%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	190	74%	76%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	46	70%	72%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	26%	28%
Students scoring at or above Achievement Level 4	53	39%	41%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	9		10
Participation in STEM-related experiences provided for students	560	59%	63%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	21	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	32	3%	2%
Students who are not proficient in reading by third grade	31	21%	17%
Students who receive two or more behavior referrals	38	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	25	2%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Pinewoods will maintain the number of parent/visitor volunteer hours during the 2013-2014 school year at or above 1,000 hours.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Maintain or improve the number of parent/ volunteer hours	8046	100%	100%

Goals Summary

- G1.** Increase student achievement gains school-wide by focusing on teaching and learning.

Goals Detail

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science - Elementary School
- STEM - All Levels
- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal

- Increased rigor in reading comprehension assessments
- Consistency of program use
- School-wide iii time with all certified staff and assistants at each grade level
- Weekly, monthly, and bi-annual half day PLC meetings
- Community involvement (Parent volunteers, FGCU volunteers, etc.)
- Resource teachers pushing into classrooms
- Small group instruction with lowest 25% - once a week

Targeted Barriers to Achieving the Goal

- Time

Plan to Monitor Progress Toward the Goal

Grade level student proficiency in core subject areas

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data shared at monthly 'State of the School' meeting

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Time

G1.B1.S3 Kagan structures and tools will be used to maximize classroom instruction time by increasing student engagement.

Action Step 1

Kagan Cooperative Learning Day 2

Person or Persons Responsible

All certified staff members

Target Dates or Schedule

Preschool week inservice day and ongoing coaching and support

Evidence of Completion

Inservice record, strategies visible in lesson plans, implementation observable via classroom walkthroughs

Facilitator:

Jamie Mackereth

Participants:

All Instructional Staff

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Use of Kagan structures and tools to maximize time through student engagement.

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and classroom walkthroughs

Plan to Monitor Effectiveness of G1.B1.S3

Proper use of appropriate Kagan structures and tools

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, collection and analysis of data, and classroom walkthroughs

Coordination and Integration

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

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

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Time

G1.B1.S3 Kagan structures and tools will be used to maximize classroom instruction time by increasing student engagement.

PD Opportunity 1

Kagan Cooperative Learning Day 2

Facilitator

Jamie Mackereth

Participants

All Instructional Staff

Target Dates or Schedule

Preschool week inservice day and ongoing coaching and support

Evidence of Completion

Inservice record, strategies visible in lesson plans, implementation observable via classroom walkthroughs

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement gains school-wide by focusing on teaching and learning.	\$3,500
	Total	\$3,500

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Energy Savings Money	\$3,500	\$3,500
Total	\$3,500	\$3,500

Budget Details

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Time

G1.B1.S3 Kagan structures and tools will be used to maximize classroom instruction time by increasing student engagement.

Action Step 1

Kagan Cooperative Learning Day 2

Resource Type

Professional Development

Resource

External Kagan Consultant

Funding Source

Energy Savings Money

Amount Needed

\$3,500