2013-2014 SCHOOL IMPROVEMENT PLAN

Pine Island Elementary School

5360 RIDGEWOOD DR
Bokeelia, FL 33922
239-283-0505
http://pie.leeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	68%

Alternative/ESE Center	Charter School	Minority Rate
No	No	33%

School Grades History

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

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

Pine Island Elementary School

Principal

Robert Mazzoli

School Advisory Council chair

Edward Kellum

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

Name	Title
Robert Mazzoli	Principal
Bridget Amico-Dodig	Curriculum Specialist
Catherine Frahm	Kindergarten Team Leader
Diane Sporney	First Grade Team Leader
Melinda Manguson	Second Grade Team Leader
Amber Kunkel	Third Grade Team Leader
Nancy Benjamin	Fourth Grade Team Leader
Tina Garris	Fifth Grade Team Leader
Cynthia Mikkelsen	ESE Resource Teacher
Dixie Dakos	School 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

Robert Mazzoli, Principal
Bridget Amico-Dodig, Curriculum Specialist
Steve Gammon, School Custodian
Amber Kunkel, Third Grade Team Leader
Melinda Manguson, Second Grade Team Leader
Beatriz Wagner, School Secretary

Edward Kellum, parent/SAC Chair
Darsey Smith, parent
Elsie Stearns, Community Member
Carolyn Kimes, parent
Cindy Bennet, parent
Heather Ramming, parent
Dave Cambio, Business Member
George Miller, Community Member
Tanya Player, Community Member

Involvement of the SAC in the development of the SIP

SAC members review the school's SIP, offering feedback and suggestions for improvement and/or acceptance. SAC members provide feedback to Administration on any and all school improvement related issues. Members will be responsible for monitoring the School Improvement Goals.
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Activities of the SAC for the upcoming school year

SAC will analyze baseline and mid-year student data in grades K-5. SAC members will also advise and help implement school-wide activities. SAC members disseminate information about the school out to the community.

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

Not applicable

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
1

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

Administrator Information:

Robert Mazzoli		
Principal	Years as Administrator: 14	Years at Current School: 7
Credentials	Bachelor of Science in Specific Learning Disabilities Masters in Educational Leadership	
Performance Record	2012-2013 Grade: A Reading Mastery: 79% Math Mastery: 87% Science Mastery: 71% Writing Mastery:69% 2011-2012: Grade: A Reading Mastery: 73% Math Mastery: 75% Science Mastery: 73% Writing Mastery: 91% 2010-2011: Grade: A Reading Mastery: 92% Math Mastery: 93% Science Mastery: 78% Writing Mastery: 100% AYP: We did not make AYP during the 10-11 school year 2009-2010: Grade: A Reading Mastery: 94% Math Mastery: 90% Science Mastery: 69% Writing Mastery: 84% AYP: We made AYP during the 09-10 school year	

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
17

 # receiving effective rating or higher
17, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
17, 100%

 # ESOL endorsed
15, 88%

 # reading endorsed
2, 12%

 # with advanced degrees
2, 12%

 # National Board Certified
1, 6%

 # first-year teachers
1, 6%

 # with 1-5 years of experience
2, 12%

 # with 6-14 years of experience
7, 41%

 # with 15 or more years of experience
7, 41%

Education Paraprofessionals

# of paraprofessionals
5

 # Highly Qualified
5, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
4

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

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

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

1.) Bi-weekly Professional Development trainings related to Common Core State Standards, newly adopted resources, and Professional Learning Communities.
2.) Weekly Professional Learning Community meetings with grade level peers to discuss current student data and data trends.
3.) New teachers are partnered with veteran teachers for mentoring purposes.
4.) Any teachers that are due for recertification during the current school year receive notification to review their inservice hours record report.

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

Newly hired teachers are teamed with a veteran teacher in either their current grade level or within their current school level (Primary or Intermediate). Together this team collaborates on lesson planning ideas. The teacher mentor is available to answer any questions the new hire may have regarding instruction, class management, etc.. The team meets on a regular basis, and peer observations are conducted.

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

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

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

The MTSS Leadership Team at Pine Island Elementary meets on an as needed basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of additional support. The team utilizes the five-step problem solving process outlined in the district's Response to Intervention Manual. Pine Island's process is as follows:
INITIAL MTSS
1. Teacher perceives problem.
2. For every single INITIAL RTI: Schedule an appointment with Curriculum Specialist – teacher will receive a student packet to include the Comprehensive Student Review Form and Communications Checklist.
• Curriculum Specialist will email Principal to communicate to teacher expectations for data probes
• Curriculum Specialist will email clinic/counselor for vision and hearing screening dates and results
•Teacher will complete Communication checklist and give it to School Counselor. The School Counselor will make a copy and give BOTH copies to the Speech/Language Pathologist. She will review and sign BOTH copies with her recommendation marked on the bottom. The Speech/Language Pathologist will keep a copy for herself and give a completed and reviewed copy back to the School Counselor to be filed in the pink RTI folder.
3. Once all forms are completed and baseline data probes are collected, teacher will schedule Initial Informal meeting with counselor
a. Student information packet will be turned into Curriculum Specialist at time of scheduling meeting
b. Data Probes will be given to Principal for building the data graphs
c. Counselor will send out invitations to MTSS Team for Informal Initial MTSS
4. At the INFORMAL MTSS meeting, the Student Improvement Plan will be drafted by the MTSS Team – the Curriculum Specialist will input information onto electronic plan.
a. Bring possible strategies to this meeting.
b. School Counselor will take minutes of the meeting.

5. Curriculum Specialist will schedule a FORMAL MTSS meeting the following week inviting the parent and MTSS Team where the SIP will be completed.

6. Principal will attend all Initial Informal and Formal MTSS meetings

7.One Colleague Observation Form will be completed by the counselor

RTI Process—Tier 2 review or Tier 3

1. Curriculum Specialist will schedule MTSS Tier 2 or 3 review according to date listed on SIP Plan

2. If teacher perceives problem is getting worse, then teacher can schedule for a review with Curriculum Specialist prior to scheduled meeting date

3. Teacher must have data probes to Principal 2 days prior to MTSS meeting

4. Karen Friebel will attend all Tier 2 and Tier 3 reviews

5. At informal MTSS review, follow step 4 from above

6. Curriculum Specialist will schedule a FORMAL MTSS meeting the following week inviting the parent and MTSS Team where the SIP will be completed.

7. One Colleague Observation Form will be completed by Curriculum Specialist.

504 or BIP etc.

Contact counselor who will schedule meetings and contact participants as needed.

****Email notifications of meetings will be sent to the Pine Island Child Study Team email group by the School Counselor the Thursday prior to scheduled meeting to facilitate planning.

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

Classroom Teacher
-Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, SAT 10 or FCAT scores, work samples, anecdotals) to be filed in the cumulative folder at the end of each school year or if the student is transferring/withdrawing
-Attend MTSS Team meetings to collaborate on and monitor students who are struggling
-Implement interventions designed by MTSS team for students receiving supplemental and intensive supports
-Deliver instructional interventions with fidelity
Speech/Language Pathologist
-Attend MTSS Team meetings for students receiving supplemental and intensive supports
-Complete communication skills screening for students unsuccessful with Tier 2 interventions
-Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
-Incorporate MTSS data when guiding a possible Speech/Language referral and when making eligibility decisions
Principal
-Facilitate implementation of the MTSS problem-solving process in your building
-Provide or coordinate valuable and continuous professional development
-Assign paraprofessionals to support MTSS implementation when possible
-Attend MTSS Team meetings to be active in the MTSS change process
-Conduct Classroom Walkthroughs to monitor fidelity
Guidance Counselor/Curriculum Specialist
-Often MTSS team facilitators
-Schedule and attend MTSS team meetings
-Maintain log of all students involved in the MTSS process
-Send parent invites
-Complete necessary MTSS forms
-Conduct social-developmental history interviews when requested
School Psychologist
-Attend MTSS Team meetings on some students receiving supplemental supports and all students receiving intensive supports

-Monitor data collection process for fidelity
-Review and interpret progress monitoring data
-Collaborate with MTSS Team on effective instruction and specific interventions
-Incorporate MTSS data when guiding a possible ESE referral and when making eligibility decisions
ESE Teacher/Staffing Specialist
-Consult with MTSS Team regarding intensive interventions
-Incorporate MTSS data when making eligibility decisions

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

Pine Island Elementary's Leadership Team holds organizational meetings on a regular basis to discuss current needs of students and movement of students from Tier to Tier. The Leadership Team has a tracking system in place to monitor students in the MTSS process. The team meets with teachers informally to to discuss student progression or stagnation. A daily intensive remediation is provided to those students who need additional supports.

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

Pine Island Elementary utilizes the district adopted data management system, Pinnacle Analytics. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. This analysis assists with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

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

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.
The Lee County School District has developed a comprehensive training and support plan for schools. District teams have been established to support schools in the implementation of the MTSS problemm-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered student support system.
The teams are comprised of teachers with knowledge in effective instructional practices, data analysis, behavior management techniques, ESOL strategies, and are provided on-going staff development training regarding the MTSS problem-solving process and research based practices to support the academic and behavioral needs of students within a multi-tiered student support system.

Literacy Leadership Team (LLT)

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

Name	Title
Robert Mazzoli	Principal
Bridget Amico-Dodig	Curriculum Specialist
Catherine Frahm	Kindergarten Team Leader
Diane Sporney	First Grade Team Leader
Melinda Manguson	Second Grade Team Leader
Amber Kunkel	Third Grade Team Leader
Nancy Benjamin	Fourth Grade Team Leader
Tina Garris	Fifth Grade Team Leader
Cynthia Mikkelsen	ESE Resource Teacher
Dixie Dakos	School Guidance Counselor

How the school-based LLT functions

The Literacy Leadership Team meets the third Tuesday of each month to discuss literacy related issues including: professional development of teachers as it pertains to student achievement in the Reading-Writing connection, shifts in Common Core State Standards, as well as the District newly adopted Literacy program. Leadership Meetings are 40 minutes in length. Each department and grade-level is represented. An agenda is provided the Friday before each meeting. When discussing literacy issues, the representatives may go back to their teams to gather input for school-wide decisions.

Major initiatives of the LLT

The LLT will continue to provide support for the administration of STAR and STAR EL to all students in grades K-5 four times throughout the school year.

Provide on-going training for teachers to address individual student needs, as well as their own needs with our newly adopted Reading Street series and Academic Plan.

Our LLT will discuss District required baseline and mid-year reading assessments for grades 3-5.

Members of the LLT track student data on weekly assessments and District required Concept Reading Assessments through Performance Matters.

As in the past, we have planned a "Celebrate Reading Week" to involve all grade levels as well as an evening event to bring in our parents.

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

Pine Island Elementary encouraged Kindergarten parents to attend Open House held on August 8, 2013 as a time to meet their child's teacher and learn about the curriculum and expectations of a Florida Kindergartener.

Pine Island Elementary Kindergarten teachers screen all Kindergarten students within the first thirty days of instruction using the Florida Kindergarten Readiness Screening test (FLKRS).

Kindergarten teachers at Pine Island Elementary administer STAR EL to each student within the first twenty instructional days. This test will be administered three additional times throughout the school year to track student reading abilities.

Pine Island Elementary teachers will invite parents to conferences in the month of October. If there is a concern, teachers will contact parents prior to that date.

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	83%	79%	Yes	84%
American Indian				
Asian				
Black/African American				
Hispanic	57%	61%	Yes	61%
White	89%	84%	Yes	90%
English language learners				
Students with disabilities	63%	38%	No	67%
Economically disadvantaged	78%	74%	Yes	80%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	27	21%	23%
Students scoring at or above Achievement Level 4	73	60%	64%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	83	75%	77%
Students in lowest 25% making learning gains (FCAT 2.0)	19	75%	77%

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)	*[data excluded for privacy reasons]*		36%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		36%

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	26	70%	73%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	79%	87%	Yes	81%
American Indian				
Asian				
Black/African American				
Hispanic	60%	75%	Yes	64%
White	85%	90%	Yes	87%
English language learners				
Students with disabilities	60%	67%	Yes	64%
Economically disadvantaged	73%	82%	Yes	76%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	33%	34%
Students scoring at or above Achievement Level 4	68	54%	58%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	82	92%	90%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	21	92%	90%

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	14	33%	38%
Students scoring at or above Achievement Level 4	17	39%	44%

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)			
Participation in STEM-related experiences provided for students			

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	26	11%	8%
Students retained, pursuant to s. 1008.25, F.S.	5	2%	2%
Students who are not proficient in reading by third grade	8	0%	0%
Students who receive two or more behavior referrals	3	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	0%	0%

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

Pine Island Elementary will increase parental involvement by offering a variety of opportunities for parents to join in on the academic and social happenings of their children through Open House, Pine Island Elementary Fishing Tournament, Parent-Teacher Conferences, Kindergarten Feast, Movie on the Lawn, Holiday Performance, SpringFest, volunteer opportunities, principal parties, as well as CPTO membership.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Attendance at Open House	178	89%	90%
Parent Conference Attendance	172	85%	87%
Parent Attendance at Kindergarten Feast	38	92%	93%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1.   Increase student achievement gains school-wide by focusing on teaching and learning across the content areas through the implementation of Common Core State Standards as measured by classroom walkthrough data.

Goals Detail

G1. Increase student achievement gains school-wide by focusing on teaching and learning across the content areas through the implementation of Common Core State Standards as measured by classroom walkthrough data.

Targets Supported

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

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Built in 35 minute block of Reading remediation and enrichment daily

- Co-teacher support in grades 3-5 for ESE

- Curriculum Specialist support

- Educational paraprofessionals support in grades K-2

- STARS/CARS

- PLC Teams- common collaborative planning

- Common assessments

- Complex text within the content areas

Targeted Barriers to Achieving the Goal

- Lack of initial teacher training

Plan to Monitor Progress Toward the Goal

Discussions through grade-level PLC's and one-on-one conversations between teacher and Admistration, as well as Administration and Curriculum Specialist

Person or Persons Responsible
Curriculum Speciailist, Teachers, Administration

Target Dates or Schedule:
Ongoing - monthly

Evidence of Completion:
Grade-level data, Individual teacher data, Student work samples

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 across the content areas through the implementation of Common Core State Standards as measured by classroom walkthrough data.

G1.B5 Lack of initial teacher training

G1.B5.S1 Provide modeling and coaching support to teaching staff

Action Step 1

Will provide classroom modeling and coaching support to the teaching staff

Person or Persons Responsible

Curriculum Specialist, Teacher Leaders

Target Dates or Schedule

Ongoing August 2013-May 2014

Evidence of Completion

Documentation in lesson plans of modeled strategies; reflective survey

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Meet monthly - Curriculum Specialist and teachers, Curriculum Specialist and Administration, Curriculum Specialist and students

Person or Persons Responsible

Administration; Curriculum Specialist

Target Dates or Schedule

Ongoing- Monthly

Evidence of Completion

Curriculum Modeling Log/Schedule; random student interview, random student work to demonstrate modeled strategy.

Plan to Monitor Effectiveness of G1.B5.S1

Teachers meet with Curriculum Specialist and Administration to determine the effectiveness of the modeled strategy

Person or Persons Responsible

Curriculum Specialist, Teachers and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student samples, grade-level data / teacher individual data on common assessments

G1.B5.S2 Provide Professional Development in the Reading-Writing connection across the content areas in alignment in Common Core

Action Step 1

Will provide professional development opportunities in the Reading-Writing connection, as well as Math, in alignment with Common Core

Person or Persons Responsible

Teacher Leaders, Administration, District CMT

Target Dates or Schedule

Ongoing- 2nd and 4th Tuesday of each month August through May; September 24, 2013; October 2, 2013

Evidence of Completion

Meeting Agendas; Leadership Team minutes; Inservice records

Facilitator:

District CMT, Curriculum Specialist

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G1.B5.S2

Meet monthly to determine inservice needs and register for upcomming inservice opportunities pertaining to the Reading-Writing connection

Person or Persons Responsible

Administration, Curriculum Specialist (SIR), Teacher Leaders

Target Dates or Schedule

Ongoing August 2013-2014

Evidence of Completion

Leadership Minutes; Inservice Record Reports

Plan to Monitor Effectiveness of G1.B5.S2

Will meet to discuss if needs were met and what further professional development needs to be facilitated

Person or Persons Responsible

Curriculum Specialist, Teachers and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Inservice evaluations and surveys

G1.B5.S3 Provide opportunities for weekly grade level collaborative planning in alignment with the PLC at Work model

Action Step 1

Will participate in weekly collaborative planning and data analysis to make instructional decisions in alignment with Common Core

Person or Persons Responsible

Administration; Team Leaders; Teachers

Target Dates or Schedule

Every Thursday August 2013-May2014

Evidence of Completion

Performance Matters Data; Data Protocal Binders

Facilitator:

Administration; Curriculum Specialist; Instructional Coaches

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G1.B5.S3

Grade levels will maintain a data protocol binder which will be shared with Administration during grade level PLC meetings

Person or Persons Responsible

Administration and Teacher Leaders

Target Dates or Schedule

Ongoing August 2013-May 2014

Evidence of Completion

Completion of current data protocol sheets

Plan to Monitor Effectiveness of G1.B5.S3

Meet quarterly with PLC teams to discuss data findings and student groupings

Person or Persons Responsible

Administration; Instructional Coaches: Teachers

Target Dates or Schedule

Ongoing August 2013-May 2014

Evidence of Completion

Data Protocol Binders; Meeting Agendas; STAR reports; Performance Matters Reports

G1.B5.S4 Conduct quarterly grade level data review meetings with Administration

Action Step 1

Will conduct quarterly data meetings to examine all students in an effort to identify struggling students and how we will respond, as well as what we are doing with students who already responding.

Person or Persons Responsible

Administration; Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Grade level data charts and folders; Meeting agendas

Plan to Monitor Fidelity of Implementation of G1.B5.S4

Will ensure students are maintaining current goal folders, as well as maintaining up-to-date data boards

Person or Persons Responsible

Administration; Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Classroom walk throughs; Quality Kid Folders; Data Boards

Plan to Monitor Effectiveness of G1.B5.S4

Will meet to examine and discuss student achievement and gains throughout the quarter

Person or Persons Responsible

Administration; Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Performance Matters Reports; STAR and STAR EL reports

Coordination and Integration

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

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

Pine Island Elementary will utilize Title II funds for professional development opportunities for teachers, supplemental instructional materials aligned with CCSS and NGSS to assist in student prepardness and achievement, as well as school-based curriculum extension activities.

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 across the content areas through the implementation of Common Core State Standards as measured by classroom walkthrough data.

G1.B5 Lack of initial teacher training

G1.B5.S2 Provide Professional Development in the Reading-Writing connection across the content areas in alignment in Common Core

PD Opportunity 1

Will provide professional development opportunities in the Reading-Writing connection, as well as Math, in alignment with Common Core

Facilitator

District CMT, Curriculum Specialist

Participants

Instructional Staff

Target Dates or Schedule

Ongoing- 2nd and 4th Tuesday of each month August through May; September 24, 2013; October 2, 2013

Evidence of Completion

Meeting Agendas; Leadership Team minutes; Inservice records

G1.B5.S3 Provide opportunities for weekly grade level collaborative planning in alignment with the PLC at Work model

PD Opportunity 1

Will participate in weekly collaborative planning and data analysis to make instructional decisions in alignment with Common Core

Facilitator

Administration; Curriculum Specialist; Instructional Coaches

Participants

Instructional Staff

Target Dates or Schedule

Every Thursday August 2013-May2014

Evidence of Completion

Performance Matters Data; Data Protocal Binders

Appendix 2: Budget to Support School Improvement Goals