Pine View School

2019-20 Schoolwide Improvement Plan

Table of Contents

Pine View School

1 PYTHON PATH, Osprey, FL 34229

www.sarasotacountyschools.net/pineview

Demographics

Principal: Stephen Covert

Start Date for this Principal: 8/9/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 2-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	15%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (94%) 2017-18: A (94%) 2016-17: A (93%) 2015-16: A (93%) 2014-15: A (99%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

Table of Contents

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School 2-12	No	11%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Special Education	No	33%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Pine View School is to provide a qualitatively different learning environment that nurtures a passion for intellectual curiosity, that encourages risk-taking, independence and innovation, and that is committed to a tradition of academic excellence and social responsibility.

Provide the school's vision statement.

Pine View is the premier school for arts and sciences dedicated to providing excellence in research-based teaching practices to foster intellectual, social and emotional growth in gifted students.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Covert, Stephen	Principal	Oversee all operatiors of the school.
Allen, Tricia	Assistant Principal	
Spielman, Tara	Assistant Principal	
Abela, Melissa	Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	77	93	133	139	234	205	192	208	226	207	181	1895
Attendance below 90 percent	0	0	3	3	2	9	4	3	5	12	15	28	31	115
One or more suspensions	0	0	1	0	1	0	0	0	1	1	3	0	1	8
Course failure in ELA or Math	0	0	0	0	0	1	0	0	1	0	0	1	1	4
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	4	3	2	9	4	5	6	6	16	22	29	106

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated
Friday 8/9/2019

Prior Year - As Reported

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	0	4	6	6	7	6	8	28	22	21	39	80	227
One or more suspensions	0	0	0	1	0	0	1	2	2	4	0	0	1	11
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

Prior Year - Updated

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	0	4	6	6	7	6	8	28	22	21	39	80	227
One or more suspensions	0	0	0	1	0	0	1	2	2	4	0	0	1	11
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	100%	67%	61%	99%	69%	57%
ELA Learning Gains	79%	60%	59%	79%	62%	57%
ELA Lowest 25th Percentile	80%	52%	54%	83%	58%	51%
Math Achievement	100%	70%	62%	100%	68%	58%
Math Learning Gains	90%	65%	59%	86%	64%	56%
Math Lowest 25th Percentile	86%	55%	52%	81%	57%	50%
Science Achievement	99%	63%	56%	98%	58%	53%
Social Studies Achievement	100%	88%	78%	100%	85%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)												Total
	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	77 (0)	93 (0)	133 (0)	139 (0)	234 (0)	205 (0)	192 (0)	208 (0)	226 (0)	207 (0)	181 (0)	1895 (0)
Attendance below 90 percent	3 (4)	3 (6)	2 (6)	9 (7)	4 (6)	3 (8)	5 (28)	12 (22)	15 (21)	28 (39)	31 (80)	115 (227)
One or more suspensions	1 (0)	0 (1)	1 (0)	0 (0)	0 (1)	0 (2)	1 (2)	1 (4)	3 (0)	0 (0)	1 (1)	8 (11)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	0 (0)	1 (0)	0 (0)	0 (1)	1 (0)	1 (0)	4 (1)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	100%	70%	30%	58%	42%
	2018	98%	68%	30%	57%	41%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	100%	67%	33%	58%	42%
	2018	99%	67%	32%	56%	43%
Same Grade Comparison		1%				
Cohort Comparison		2%				
05	2019	100%	68%	32%	56%	44%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2018	99%	66%	33%	55%	44%
Same Grade Comparison		1%				
Cohort Comparison		1%				
06	2019	99%	63%	36%	54%	45%
	2018	99%	63%	36%	52%	47%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	99%	64%	35%	52%	47%
	2018	99%	62%	37%	51%	48%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	99%	66%	33%	56%	43%
	2018	100%	70%	30%	58%	42%
Same Grade Comparison		-1%				
Cohort Comparison		0%				
09	2019	100%	65%	35%	55%	45%
	2018	99%	66%	33%	53%	46%
Same Grade Comparison		1%				
Cohort Comparison		0%				
10	2019	99%	63%	36%	53%	46%
	2018	99%	65%	34%	53%	46%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	99%	73%	26%	62%	37%
	2018	99%	72%	27%	62%	37%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	99%	72%	27%	64%	35%
	2018	100%	71%	29%	62%	38%
Same Grade Comparison		-1%				
Cohort Comparison		0%				
05	2019	99%	70%	29%	60%	39%
	2018	100%	72%	28%	61%	39%
Same Grade Comparison		-1%				
Cohort Comparison		-1%				
06	2019	99%	67%	32%	55%	44%
	2018	100%	66%	34%	52%	48%
Same Grade Comparison		-1%				
Cohort Comparison		-1%				
07	2019					
	2018	0%	73%	-73%	54%	-54%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		-100%				
08	2019	100%	65%	35%	46%	54%
	2018	100%	63%	37%	45%	55%
Same Grade Comparison		0%				
Cohort Comparison		100%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	99%	65%	34%	53%	46%
	2018	99%	67%	32%	55%	44%
Same Grade Comparison		0%				
Cohort Comparison						
08	2019	98%	62%	36%	48%	50%
	2018	96%	62%	34%	50%	46%
Same Grade Comparison		2%				
Cohort Comparison		-1%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	100%	77%	23%	67%	33%
2018	100%	75%	25%	65%	35%
Compare		0%			
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	100%	85%	15%	71%	29%
2018	100%	80%	20%	71%	29%
Compare		0%			
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	100%	77%	23%	70%	30%
2018	100%	76%	24%	68%	32%
Compare		0%			
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	100%	73%	27%	61%	39%
2018	100%	77%	23%	62%	38%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	69%	31%	57%	43%
2018	100%	71%	29%	56%	44%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	100	83		100	100		100				
ELL	100			100							
ASN	99	78	65	100	91	92	98	100	98	100	100
BLK	100	75		100							
HSP	100	78	86	100	94	94	100	100	96		
MUL	100	75	82	99	95	91	100	100	100	100	100
WHT	99	79	81	100	89	84	99	100	99	99	99
FRL	99	72	73	100	91	91	98	100	97	100	100
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	97	91	90	97	90		94				
ASN	100	86	87	100	91	84	100	100	100	100	94
BLK	100	82		100	80						
HSP	99	81	89	100	87	89	98	100	100	100	100
MUL	99	86	96	100	88	90	95	100	100	100	100
WHT	99	78	83	100	88	89	98	100	100	100	99
FRL	99	81	84	100	88	85	97	100	100	100	96
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	100	69		100	86	92	100				
ASN	98	85	82	100	93	83	99	100	100	100	100
BLK	100	100		100	100						
HSP	100	81	94	100	84	85	98	100	100	100	100
MUL	100	82	86	100	90	88	97	100	100		
WHT	99	77	80	100	84	78	98	100	100	99	97
FRL	99	75	82	99	82	74	100	98	100	100	100

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	94
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	1030
Total Components for the Federal Index	11
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	97
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	100
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	93
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	92
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	94
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	95
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	93
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	93
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Integration of Knowledge and Ideas was the lowest reporting category across ELA grade levels.
Math reporting categories varied by subject.
Science collective averages slipped in reporting categories, although the overall percent proficient remained constant or improved.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA 8th grade 100% to 99%, Math grade 3, 4 and 5 declined from 100% proficiency to 99% proficiency.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

NA

Which data component showed the most improvement? What new actions did your school take in this area?

Biology maintained the 100% pass rate, and increased the scale score average by 9 points.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Integration of Knowledge & Ideas
2. Math reporting categories for 6th grade, Algebra I and Geometry that are below 80% collective mastery.
3. Science reporting categories in grades 5 and 8 that have decreased slightly over last year.
4. Declines in Economics and Government Mean Scores over past 4 years.
5. Attendance

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Integration of Knowledge and Ideas
Rationale	Although 99% to 100% of our students scored proficient or higher in each grade level for ELA overall, we have analyzed specific reporting categories in which students collectively scored below 80% proficiency for each grade level. Integration of Knowledge and Ideas is below 80% for 3rd, 4th, 6th, 9th and 10th grades.
State the measurable outcome the school plans to achieve	Grade levels will increase mastery Increase percent proficient in the Integration of Knowledge and Ideas category. 3rd- 75% to 80% 4th- 75% to 80% 6th- 73% to 80% 9th- 73% to 80% 10th- 73% to 80%
Person responsible for monitoring outcome	Tricia Allen (tricia.allen@sarasotacountyschools.net)
Evidence-based Strategy	ELA, Social Studies, Science and CTE teachers will utilize Professional Learning Communities to plan lessons, examine student data and student work samples, continuously progress monitoring student development in Integration of Knowledge & Ideas over the course of the school year.
Rationale for Evidence-based Strategy	John Hattie's meta-analysis indicates that collective efficacy has an effect size of 1.57 (nearly four times a full year's growth), formative assessment has an effect size of .90 (double) and Feedback for students has an effect size of 1.13 (triple). Working in teams to analyze student data, work samples and plan instruction will increase opportunities for teachers to create instruction that moves students forward.
Action Step	
Description	1. Teachers will examine FSA, iReady and USA Test Prep data at the beginning of the year and after each bench marking assessment. 2. Initial and ongoing data will be utilized by teachers in each subject to create instructional plans specifically for instruction on Int. of K& I. 3. Student work samples will be utilized during PLCs for collective scoring and use in instructional planning 4. District dashboards will be used to identify first quartile students and students who did not make a learning gain the previous year. 5. Small group and 1:1 instruction will be designed to assist students. 6. Grade 9 and 10 teachers will attend the Discipline Literacy sessions by Program Specialist and 2nd-5th grades will attend the Reading Workshop with Holly Chesnoff.
Person Responsible	Tricia Allen (tricia.allen@sarasotacountyschools.net)

#2	
Title	Math Reporting Categories
Rationale	Although 99% to 100% of our students scored proficient or higher overall in each grade level for Math between 3rd grade and Geometry, we have analyzed specific reporting categories in which students collectively scored below 80% proficiency for each grade or subject area:

State the measurable outcome the school plans to achieve	Grade levels or Subjects will increase percent proficient in any area earning below 80% collective mastery: 6th- Geometry 75% to 80% Algebra I- Functions & Modeling 73% to 80%; Statistics & Number System 74% to 80% Geometry- Congruence, Similarities, right triangles, and Trig 78% to 80%; Circles, Geometry, Measurement, & Properties w/ Equations- 76% to 80%
Person responsible for monitoring outcome	Tara Spielman (tara.spielman@sarasotacountyschools.net)
Evidence-based Strategy	Teachers will utilize Professional Learning Communities to plan lessons, examine student data and student work samples, continuously progress monitoring student development in the reporting category of concern over the course of the school year.
Rationale for Evidence-based Strategy	John Hattie's meta-analysis indicates that collective efficacy has an effect size of 1.57 (nearly four times a full year's growth), formative assessment has an effect size of .90 (double) and Feedback for students has an effect size of 1.13 (triple). Working in teams to analyze student data, work samples and plan instruction will increase opportunities for teachers to create instruction that moves students forward.

Action Step	
Description	1. Teachers will examine FSA, iReady and Algebra Nation data at the beginning of the year and after each bench marking assessment. 2. Initial and ongoing data will be utilized to create instructional plans. 3. Student work samples will be utilized during PLCs for collective scoring and use in instructional planning 4. District dashboards will be used to identify first quartile students and students who did not make a learning gain the previous year. 5. Small group and 1:1 instruction will be designed to assist students within the classroom. 6. Students with deficits will be referred to a math intervention program on campus for before-school or lunch-time interventions which will be tracked and shared with teachers. 7. Algebra I and Geometry teachers will attend the Discipline Literacy workshop with Stephanie Parziale. 8. Program specialist, Stephanie Parziale will visit each math classroom and give specific feedback to school administrators for areas on which to focus in our walk-throughs.
Person Responsible	Tara Spielman (tara.spielman@sarasotacountyschools.net)

#3	
Title	Science Reporting Categories
Rationale	Although 99% proficient in grade 5 Science and 98% proficient in grade 8 science, and no reporting category had a collective student score of less than 80%, we have analyzed specific reporting categories in which students' collective scores slipped from the previous year's scores. 5th grade: Nature of Science- 90% collective average, from 97% previous year. Physical Science- 88% collective average, from 94% previous year. Life Science- 88% collective average, from 93% previous year. 8th Grade: Nature of Science- 85% collective average, from 88% previous year. Life Science-80% collective average, from 87% previous year. Biology- 100% pass rate, no category below 80% collective average, and raised scale score 9 points.
State the measurable outcome the school plans to achieve	5th grade: Nature of Science- 90% to 95% Physical Science- 88% 93% Life Science- 88% to 93% previous year. 8th Grade: Nature of Science- 85% to 88% Life Science-80% to 87% Biology- maintain 100% pass rate and scale score increase.
Person responsible for monitoring outcome	Stephen Covert (stephen.covert@sarasotacountyschools.net)
Evidence-based Strategy	Teachers will utilize Professional Learning Communities to plan lessons, examine student data and student work samples, continuously progress monitoring student development in the reporting category of concern over the course of the school year. In the elementary level, with a county adoption of elementary Science, there will be continuous feedback, discussion and planning between Pine View teachers, county administrator, Cheri Dame, and other 5th grade teachers
Rationale for Evidence-based Strategy	John Hattie's meta-analysis indicates that collective efficacy has an effect size of 1.57 (nearly four times a full year's growth), formative assessment has an effect size of .90 (double) and Feedback for students has an effect size of 1.13 (triple). Working in teams to analyze student data, work samples and plan instruction will increase opportunities for teachers to create instruction that moves students forward.
Action Step	
Description	5th grade action steps 1. Teachers will collaborate extensively due to county adoption of new science series. 2. Teachers will consult with County Science administrator, Cheri Dame, to plan and strengthen unit teaching. 3. Teachers will examine previous year FSA data and Science unit test results at the beginning of the year and after each bench marking assessment.

4. Student work samples will be utilized during PLCs for collective scoring
and use in instructional planning
5. District dashboards will be used to identify first quartile students and
students who did not make an FSA learning gain the previous year and plan for
small group and 1:1 instruction will be designed to assist students.

8th grade action steps:
Action Step Description
1. Teachers will examine FSA data at the beginning of the year and after each
summative assessment.
2. Initial and ongoing data will be utilized to create instructional plans.(Academic
vocabulary and evidence based answers)
3. Student work samples (constructive responses) will be utilized during PLCs for
collective scoring and use in instructional planning
4. District dashboards will be used to identify first quartile students and students who
did not make a learning gain the previous year.
5. Small group and 1:1 instruction will be designed to assist students.
6. Life Science teachers will attend the discipline literacy workshop with Burkett and
Stancell and go on walk-throughs at other school sites.

Person Responsible   Stephen Covert (stephen.covert@sarasotacountyschools.net)

#4	
Title	Economics and Government LEOC scores
Rationale	Although Pine View students earn the highest average LEOC scores in the county, our performance has declined slightly in both subject areas over the past 4 years.

State the measurable outcome the school plans to achieve	Increase the Government Mean Score from 78.05 to 83. Increase the Economics Mean score from 72.08 to 80%.
Person responsible for monitoring outcome	Tricia Allen (tricia.allen@sarasotacountyschools.net)
Evidence-based Strategy	Teachers will utilize Professional Learning Communities to plan lessons, examine student data and student work samples, continuously progress monitoring student development in the reporting category of concern over the course of the school year. With a county adoption of high school Economics/Government materials, there will be continuous feedback, discussion and planning between Pine View teachers, county administrator, Bernadette Bennett, and other 12th grade teachers.
Rationale for Evidence-based Strategy	John Hattie's meta-analysis indicates that collective efficacy has an effect size of 1.57 (nearly four times a full year's growth), formative assessment has an effect size of .90 (double) and Feedback for students has an effect size of 1.13 (triple). Working in teams to analyze student data, work samples and plan instruction will increase opportunities for teachers to create instruction that moves students forward.

Action Step	
Description	1. Teachers will collaborate extensively due to county adoption of new Economic and Government materials. 2. Teachers will consult with County Social Science administrator, Bernadette Bennett, to plan and strengthen unit teaching. 3. Teachers will examine previous year LEOC data and will analyze the Econ and Government chapter test results throughout the school year. Teachers will also use Learn Smart to monitor student progress in order to help facilitate classroom instruction. 4. Student work samples will be utilized during PLCs for collective scoring and use in instructional planning. 5. District dashboards will be used to identify lower quartile students and students who did not make an FSA learning gain the previous year and plan for small group and/or 1:1 instruction. 6. Teachers will work with other district SS teachers and the program specialist to use Learn Smart to provide self- monitoring for students. Feedback is built into the program.
Person Responsible	Tricia Allen (tricia.allen@sarasotacountyschools.net)

#5	
Title	Continue to Decrease Chronic Absenteeism for 11th and 12th grade students
Rationale	Attendance has been linked by research to student achievement and academic outcomes. Improving attendance at a school as academically advanced as Pine View may serve to help increase learning gains, which is more difficult with high-level learners.

State the measurable outcome the school plans to achieve	Increase students in the satisfactory attendance categories: 12th- 47 to 52% 11th- 80 to 85%
Person responsible for monitoring outcome	Tara Spielman (tara.spielman@sarasotacountyschools.net)
Evidence-based Strategy	Progress monitor student attendance and communicate with students and parents.
Rationale for Evidence-based Strategy	Focus on reducing chronic absenteeism became a national priority in 2015 under the Obama administration. A report entitled "Reducing chronic absenteeism under the Every Student Succeeds Act", published by the Hamilton Project and the Brookings Institute, argues that what gets monitored, gets accomplished. The report provides multiple ways states and districts can begin looking at their attendance issues and develop plans tailored to the specific community.

Action Step	
Description	1. Weekly monitoring of student absences. 2. Meeting individually with students. 3. Provision of a gradation of consequences for absences. 4. Students with 9 absences per semester are required to provide doctor's note for absences. 5. Loss of parking privileges for 11th and 12th grade students who have chronic absenteeism.
Person Responsible	Tara Spielman (tara.spielman@sarasotacountyschools.net)

#6	
Title	Continue Focus on Community and Diversity
Rationale	Creation of a central plan to address outreach from the school stakeholders to the community, and increase diversity awareness and appreciation. We will continue to earn our 5 star school recognition.

State the measurable outcome the school plans to achieve	1. Local Special Olympics event 2. History Day simulation of Women's Suffrage movement 3. Veteran's Day breakfast and celebration
Person responsible for monitoring outcome	Carole McLaughlin (carole.mclaughlin@sarasotacountyschools.net)
Evidence-based Strategy	In addition to continuing our support of the local Special Olympics event, Pine View students will participate in Sarasota's celebration of Women's Suffrage through a History Day Simulation that includes historical clothing, ballots & voting, education on amendments, a simulated "march", and more. On Veteran's Day active and retired veterans will be honored with a breakfast and ceremony.
Rationale for Evidence-based Strategy	The three highlighted events include diverse groups from the community: special needs children, the Florida Studio Theatre and Bar Association, as well as local veterans.

Action Step	
Description	1. Special Olympics event is scheduled and student/staff volunteers are solicited. 2. Women's Suffrage is being organized by our History Club students in conjunction with events organized at the wider community level. 3. The Veteran's Day celebration is organized through elementary leadership. 4. Pine View's continued financial support of universal screening at all Title I schools. 5. Hosted 3-county Gifted Conference on Access and Equity in Gifted Education
Person Responsible	Stephen Covert (stephen.covert@sarasotacountyschools.net)

#7	
Title	Focus on Social Emotional Learning and Positive Behavior Support
Rationale	"Socially and emotionally competent people are adaptive, regulate their behavior, respond to situations in appropriate ways and seek out opportunities to build and strengthen their communities." Nancy Frey (2019)
State the measurable outcome the school plans to achieve	Attendance of staff at SEL Workshop and Book Study. Student participation in community outreach events. Five hours of modules for MS and HS students on Mental Health. Kognito Training records for all staff.
Person responsible for monitoring outcome	Tara Spielman (tara.spielman@sarasotacountyschools.net)
Evidence-based Strategy	Teachers working together in book study and workshops. Student-led student focus groups to develop school improvement goals from the student perspective and follow up focus groups to track progress.
Rationale for Evidence-based Strategy	Collective Efficacy, John Hattie's "New Number One", has an effect size of 1.57. Social emotional learning hones the skills necessary, in both adults and students, to become collectively efficacious, making it possible to positively impact the school and community environments.
Action Step	
Description	1. Book Study facilitation. 2. SEL Workshop proposal- county-wide invitation 3. High school student focus group facilitation 4. 5 hour required instruction for middle and high school students on mental health modules provided by the district on state-mandated topics. 5. Kognito training for all staff to prepare them to assist students showing signs of trauma.
Person Responsible	Tara Spielman (tara.spielman@sarasotacountyschools.net)

#8	
Title	Continue to increase access to rigorous coursework
Rationale	Exposure to rigorous curriculum in high school is the most accurate predictor of post secondary academic success, over parent education level, individual test scores, class rank or GPA. The College Board reported in the 2014 Report tot he Nation that students who experience success in an AP course are more likely to graduate college on time and earn higher GPAs.

State the measurable outcome the school plans to achieve	1. Increased enrollment in all rigorous courses from 2019 to 2020 as measured by DE, AP and CTW registrations. 2. Increase % of students scoring 3 through 5 in AP classes, from 84% to 86%.
Person responsible for monitoring outcome	Tricia Allen (tricia.allen@sarasotacountyschools.net)
Evidence-based Strategy	Increase awareness about DE and AP through registration efforts, the course catalog and AP Night. Use of new AP progress monitoring tools to provide students targeted assistance in deficit areas.
Rationale for Evidence-based Strategy	The College Board's new progress monitoring tool gives teachers detailed information as regularly as teachers use it.

Action Step	
Description	1. Provide information to parents about rigorous coursework options. 2. Include rigorous coursework results in the registration information given to students. 3. Provide AP Night for parents interested in exploring the AP courses available. 4. Train teachers to use the progress monitoring tool. 5. Work with individual teachers to review their data and include their results in their Individual Performance Development Plan.
Person Responsible	Tricia Allen (tricia.allen@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

NA

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Administrators for each level host monthly parent coffees for parents. Parents are encouraged to ask questions, talk about concerns and get involved with the school.

PFEP Link

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

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.

Pine View has a unique population of students in that we service grades 2-12, and many of our students stay with us all 11 years. There is an AP assigned to elementary, middle and high school levels, and an AP over curriculum 2-12. Administrators and counselors meet to ensure a healthy transition from level to level within the school, and the School-Wide Support Team process is utilized.

When students opt to leave Pine View, an exit packet is completed by the parent. A conversation with the receiving school is completed as needed, depending on any existing concerns deemed informational to the receiving school. The following is a list of programs and interventions that support the transition from one school level to another:

Elementary:
-Summer Math Camp: Support in math skills and concepts
-Summer Curriculum: Summer assignments to prepare students to meet the incoming standards for the following grade.
-W.E.B. (Where Everyone Belongs) Student Organization provides welcome activities
-Meet the Teacher
-Open House:
Pine View Perspective- a transition night offered to all incoming 6th grade students
Middle School:
In addition to all of the events offered to elementary students, MS students also have Transition Night- to help students transition to high school.
1. Pine View Perspective evening event for upcoming and possible new students into 6th grade.
2. WEB (Where Everybody Belongs) orientation for 6th grade students.
3. WEB Orientation for new 7th- 8th grade students.
4. Middle School parent coffees
5. Open House
6. New to Pine View group- before school 5 weeks.

High School:
-Peer Mentoring
-Open House: Teachers present families course expectations, methods, and philosophy of different subject areas.
-W.E.B. Student Organization welcomes new students-Grade Level Class Meetings
- Fall College Workshop
Free practice PSAT grade 8-11 and ACT grades 10-11.
Essay Writing Workshop for 11th grade students.

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

The MTSS Leadership Team meets to formally collaborate as a School Wide Support Team (SWST) either once per week (elementary and middle) or twice monthly (high). School counselors set the agenda

for SWST meetings. Summative and formative assessment data is examined to identify school, class, or individual student needs relative to attendance, behavior, and/or academics. Discussions also focus on the implementation of interventions and progress monitoring. If necessary, students of concern are brought up to Children At Risk in Education (CARE). The MTSS Leadership Team provides pertinent data related to attendance, behavior and academics.

Pine View administrators and the MTSS Team assist teachers in the MTSS process. Assistant Principals and School Counselors facilitate the discussion of students of concern, beginning interventions, and monitoring intervention fidelity. Differentiating instruction is an essential component of MTSS' three-tiered model of interventions.

The district provides support and funding for a separate Gifted Magnet Program at Pine View. We use our AP funding to support our overall school curriculum as well as professional learning opportunities for staff and faculty. Pine View Association and Pine View Foundation as well as district funds support technology initiatives and curriculum projects. Pine View Association also provides the needed funding to allow Pine View to purchase additional staffing.

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.

Lance Bergman serves as a College & Career Adviser for the 12th grade, and he works with the School Counselors to provide Naviance as a tool for data collection and college advising. Interest inventories are completed within the system, as well as college application work, resume work and college searches.

Grade-level School Counselors organize:
- Grade 8 working with counselor to do career exploration with a career interest inventory
- Small group sessions which combine academic and career planning in grades 9-12
- Individual sessions with grades 11-12
-

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

College Visits throughout the year 11-12
- Use of Naviance Succeed Career and College Exploration software (Grades 9-12)
- Guided and independent use of college website resources
- College and Career Resource Website www.pvscollegecounseling.com
- Externship program where seniors are matched and placed in professional/business settings as interns

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Integration of Knowledge and Ideas	$0.00
2	III.A.	Areas of Focus: Math Reporting Categories	$0.00
3	III.A.	Areas of Focus: Science Reporting Categories	$0.00

4	III.A.	Areas of Focus: Economics and Government LEOC scores				$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	120-Classroom Teachers	0021 - Pine View School	School Improvement Funds		$250.00
5	III.A.	Areas of Focus: Continue to Decrease Chronic Absenteeism for 11th and 12th grade students				$0.00
6	III.A.	Areas of Focus: Continue Focus on Community and Diversity				$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1141		0021 - Pine View School	School Improvement Funds		$6,000.00
			Notes: $2,000 requested for approval for Veteran's Day Celebration, Special Olympics Event and Women's Suffrage Simulation.			
7	III.A.	Areas of Focus: Focus on Social Emotional Learning and Positive Behavior Support				$0.00
8	III.A.	Areas of Focus: Continue to increase access to rigorous coursework				$0.00
					Total:	$6,250.00