2013-2014 SCHOOL IMPROVEMENT PLAN

Pinewood Elementary School

5200 SE WILLOUGHBY BLVD
Stuart, FL 34997
772-219-1595
pwe.sbmc.org

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	67%

Alternative/ESE Center	Charter School	Minority Rate
No	No	54%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	C	B	B

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
Pinewood Elementary School

Principal
Lawrence M. Green

School Advisory Council chair
Dayna Carroll

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

Name	Title
Lawrence M. Green	Principal
Erin Mannion	K Teacher
Maureen Manniion	First Grade Teacher
Lisa Lerette	Second Grade Teacher
Ashley Glatthorn	Third Grade Teacher
Cheryl Jacaruso	Fourth Grade Teacher
Heather Crooks	Fifth Grade Teacher
Brenda Flanagan	ESE Teacher
Jennifer Blot	Interventionist
Carol Price	Secretary
Jennifer Radcliff	Assistant Principal

District-Level Information

District
Martin

Superintendent
Mrs. Laurie J. Gaylord

Date of school board approval of SIP
10/15/2013

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

Lawrence M. Green- Administration, Dayna Carroll - SAC Chair/Teacher, Christine Jelliffe - Parent, Tracy White - Parent, Lilly Silva - Support Staff, Sally-Ann Mikati - Parent, Alex Caraballo - Parent, Anthony G. Lanza - Community, Orbelina Garcia - Parent
The SAC is composed of the principal and an appropriately balanced number of teachers, education

support employees, parents, and other community/business members. These individuals must be representative of the ethnic, racial and economic makeup of the community served by the school.

Involvement of the SAC in the development of the SIP

The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget.

Activities of the SAC for the upcoming school year

The SAC will conduct monthly meetings. At this time the SAC will review relevant data , identify problem areas, monitor the SIP implementation, and then start the process over when the next round of data is available.

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

School Improvement fund requests must all be reviewed and voted upon by SAC members.These funds may be expended only on programs or projects that are directly related to School Improvement. Such funds are recommended to benefit larger groups of students so that as many students as possible are benefiting.

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:

Lawrence M. Green		
Principal	Years as Administrator: 19	Years at Current School: 3

Credentials	BS/ Health and Physical Education MA/Organization and Administration Certifications: Elementary Education Endorsements: Driver's Education and Principal (K-12)
Performance Record	2013- Grade C Mastery: Reading 49 %; Math 52%; Science 62%; Writing 42% Lowest Quartile Gains: Math 73%; Reading 82% Gains: Math 57%; Reading 59% 2012- Grade B Mastery: Reading 48 %; Math 52%; Science 46%; Writing 77% Lowest Quartile Gains: Math 56%; Reading 56% Gains: Math 64%; Reading 70% 2011- Grade A Mastery: Reading 85 %; Math 85%; Science 75%; Writing 96% Did not meet AYP (87% of criteria met) Did not meet ED and SWD in Math and Reading 2010- Grade B Mastery: Reading 85%; Math 81%; Science 71%; Writing 83% Did not meet AYP (90% of criteria met) Did not meet ED and SWD Math and Reading proficiency. Did not meet ED Writing proficiency. 2009- Grade A Mastery: Reading 88%; Math 85%; Science 67%; Writing 89% Did not meet AYP (97% of criteria met) Did not meet ED Math proficiency

Jennifer Radcliff		
Asst Principal	Years as Administrator: 6	Years at Current School: 1

Credentials	BS/ Human Resources MA/Education Certifications: Elementary Education Prekindergarten/Primary Educational Leadership Varying Exceptionalities Endorsements: Reading ESOL
Performance Record	2013- Grade A Mastery: Reading 76%; Math 77%; Science73%; Writing 71% Lowest Quartile Gains: ; Reading 75%; Math 81% Gains: Reading 75%; Math 81% 2012 Grade A Mastery: Reading 82%; Math 79%; Science 58%; Writing 94% Lowest Quartile Gains: Reading 77%; Math 76% Gains: Reading 72%; Math 79% 2011- Grade A Mastery: Reading 93%; Math 92%; Science 68%; Writing 79% Met AYP 2010- Grade A Mastery: Reading 94%; Math 93%; Science 83%; Writing 93% Did not meet AYP (95% of criteria met) Did not meet SWD Math and Reading proficiency. 2009- Grade A Mastery: Reading 95%; Math 89%; Science 67%; Writing 94% Did not meet AYP (97% of criteria met) Did not meet ED Math proficiency

Instructional Coaches

# of instructional coaches

5

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Shannon Pretorius		
Full-time / District-based	Years as Coach: 3	Years at Current School: 6

Areas	Mathematics
Credentials	BS/ Psychology and Special Education; Elementary K-6 MA/ Education with Specialty in SLD Endorsement: ESOL Certification: Elementary Education K-6
Performance Record	2013- Grade C Mastery: Reading 49 %; Math 52%; Science 62%; Writing 42% Lowest Quartile Gains: Math 73%; Reading 82% Gains: Math 57%; Reading 59% 2012- Grade B Mastery: Reading 48 %; Math 52%; Science 46%; Writing 77% Lowest Quartile Gains: Math 73%; Reading 82% Gains: Math 64%; Reading 70% 2010 C No AYP - 2009 B No AYP - Met 79% (Hisp, ED, ELL, SWD did not meet reading and math)

Jennifer Holbrook		
Part-time / District-based	Years as Coach: 1	Years at Current School: 10

Areas	Reading/Literacy
Credentials	Degrees: BS Communicative Disorders MA Educational Leadership Certifications: Educational Leadership ESE K-12 Elementary Education K-6 Endorsements: ESOL Clinical Educator Florida Digital Educator
Performance Record	NA

Angie Gilbride		
Part-time / District-based	Years as Coach: 1	Years at Current School: 0

Areas	Reading/Literacy
Credentials	DEGREES AND CERTIFICATIONS BS/ Early Childhood Education MA/Elementary Reading & Literacy Ed.s/Educational Leadership K-12 Certifications: Prekindergarten/Primary Education (Age 3-grade 3) Endorsements: Reading Endorsement, ESOL Endorsement, and Educational Leadership (all levels)
Performance Record	NA

Jennifer Blot		
Part-time / District-based	Years as Coach: 3	Years at Current School: 8

Areas	Reading/Literacy
Credentials	BA/ Elementary Education Endorsement: ESOL
Performance Record	2012- Grade B Mastery: Reading 48 %; Math 52%; Science 46%; Writing 77% Lowest Quartile Gains: Math 73%; Reading 82% Gains: Math 64%; Reading 70% 2010 C No AYP - 2009 B No AYP - Met 79% (Hisp, ED, ELL, SWD did not meet reading and math) 2008 A No AYP - Met 77%; (Hisp, ED, ELL, SWD did not meet reading and math) 2007 A - No AYP - Met 90%(Hisp, ELL, SWD did not meet reading and math); ED did not meet Math

Kimberly Thorne		
Part-time / District-based	Years as Coach: 3	Years at Current School: 3

Areas	Reading/Literacy, RtI/MTSS
Credentials	BA/Education Certification: Exceptional Student Education Grades K-12
Performance Record	NA

Classroom Teachers

# of classroom teachers
58

 # receiving effective rating or higher
58, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
58, 100%

 # ESOL endorsed
48, 83%

 # reading endorsed
6, 10%

 # with advanced degrees
15, 26%

 # National Board Certified
0, 0%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
22, 38%

 # with 6-14 years of experience
21, 36%

 # with 15 or more years of experience
15, 26%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # 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

Providing new teachers to the county with mentors.
Offer on-going opportunities for professional growth.
Administration is responsible for this.

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

Each teacher new to the district is assigned a veteran teacher, preferably within their grade level, to serve as their mentor for the year. This year, we do not have any first year teachers.

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system that will promote student achievement and best instructional practice? The team meets weekly to engage in the following activities: review screening data and align with instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on this information, the team will identify professional development, resources, and support to teachers to make sure individual student needs are being met. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, and make decisions. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The school-based leadership team serves as the liaison between the administration and the instructional staff. They are responsible for getting information back to their teams, as well as bringing concerns and comments back to the group.

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

The MTSS Leadership Team will meet with School Advisory Council (SAC) and the school administrators to develop a School Improvement Plan (SIP). The team will provide data on Tier 1, 2, and 3 targets; academic and social/emotional need areas, set clear expectations for instruction (to include Rigor, Relevance, and Relationship building); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining and Summarizing); and aligned processes and procedures.

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

Baseline data: Performance Matters/District Benchmark Assessments, FCAT, Fountas and Pinnell Reading Running Records, iReady, and SWIS/PBIS.
Midyear: Performance Matters/District Benchmark Assessments, Fountas and Pinnell Reading Running Records, iReady, and SWIS/PBIS
End of the Year: Performance Matters/District Benchmark Assessments, iReady, and Fountas and Pinnell Assessments

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

The MTSS Team will continue to facilitate ongoing trainings throughout the year to provide intervention and procedural updates. These trainings will take place during staff data team meetings and during the MTSS Team Meetings. The team will also model and monitor strategies being used in the classroom to ensure fidelity and optimal student growth. Parents will continue to be invited to MTSS meetings because they are an important part of the problem solving process. Parents will also have the opportunity to watch an introductory video before attending their child's meeting which explains the MTSS process in depth to 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: 6,480

After school tutoring for students K - 5.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Pre and Post test for each six week tutoring group.

Who is responsible for monitoring implementation of this strategy?

Tutoring teachers, tutoring coordinators, and assistant principal.

Strategy: Before or After School Program

Minutes added to school year: 5,040

FASST Math, a math fact fluency computer-based program.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Management reports per student.

Who is responsible for monitoring implementation of this strategy?

Math Coach, Shannon Pretorius

Literacy Leadership Team (LLT)

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

Name	Title
Angie Gilbride	Literacy Coach
Jennifer Holbrook	Literacy Coach
Jill Bee	Kindergarten Teacher
Pam Malley	Kindergarten Teacher
Beth Rogers	Kindergarten Teacher
Kristen Bertolinin	First Grade Teacher
Maureen Mannion	First Grade Teacher
Katie Podals	Second Grade Teacher
Andrea India	Second Grade Teacher
Dayna Carroll	Third Grade Teacher
Michaela Martin	Fourth Grade Teacher
Sarah Brouillet	Fifth Grade
Tina Hopper	ESE Teacher
Jennifer Blot	Interventionist

How the school-based LLT functions

The LLT meets monthly to discuss strategies, monitor progress and plan staff development for our K-5 Instructional staff. This team analyzes current data to prepare professional development aligned with curriculum calendars and focused on student needs. The LLT is responsible for coordinating student/ teacher materials, teacher book studies and providing ongoing support for literacy throughout the school.

Major initiatives of the LLT

The LLT will be focused on analyzing current student data (FCAT, running records, Bear Spelling Inventories, classroom pre/post assessments, iReady, and district benchmarks) to ensure instruction is

aligned with highly effective instructional strategies and best practices as well as student needs. Our focus this year will be to follow the district initiatives to implement Words Their Way and Guided Reading with fidelity.

Every Teacher Contributes to Reading Instruction

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

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

Pinewood notifies local preschool programs in the spring to schedule tours for incoming kindergartners. Information is also sent out in the PawPrints newsletter.
At Pinewood Elementary, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

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	58%	49%	No	62%
American Indian				
Asian		82%		
Black/African American	52%	20%	No	57%
Hispanic	39%	29%	No	45%
White	67%	61%	No	70%
English language learners	33%	24%	No	40%
Students with disabilities	33%	17%	No	40%
Economically disadvantaged	49%	38%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	180	49%	54%
Students scoring at or above Achievement Level 4	84	23%	28%

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	[data excluded for privacy reasons]		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	140	59%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	39	56%	61%

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)	102	52%	57%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	54	28%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	42	21%	26%

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	50	42%	55%
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	62%	52%	No	66%
American Indian				
Asian		82%		
Black/African American	44%	25%	No	50%
Hispanic	44%	41%	Yes	50%
White	73%	60%	No	75%
English language learners	42%	39%	Yes	48%
Students with disabilities	34%	24%	No	41%
Economically disadvantaged	50%	43%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	191	52%	57%
Students scoring at or above Achievement Level 4	79	22%	27%

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	[data excluded for privacy reasons]		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	131	57%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	39	56%	61%

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	66	60%	65%
Students scoring at or above Achievement Level 4	32	29%	34%

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)	3		100
Participation in STEM-related experiences provided for students	760	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	45	6%	4%
Students retained, pursuant to s. 1008.25, F.S.	30	4%	3%
Students who are not proficient in reading by third grade	24	18%	9%
Students who receive two or more behavior referrals	34	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	14	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

100% of parents will participate in at least one event at Pinewood Elementary during the 2013-2014 school year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
100% Parent Participation	767	100%	100%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Implementation of PLC's

G2. The percentage of students scoring a level 3 or above in math will increase.

G3. The percentage of students scoring Level 4 in Science will increase

G4. Increase number of parents attending grade level curriculum nights, parent-teacher conference nights, and math/science/literacy nights.

G5. The percentage of students achieving proficiency (level 3.5) in writing will increase.

G6. The number of students participating in STEM activities will increase.

G7. The percentage of students achieving proficiency (Level 3) in Science will increase

G8. The percentage of students scoring at level 3 or above in reading will increase.

Goals Detail

G1. Implementation of PLC's

Targets Supported
- Reading ()
- 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
- Science - Elementary School
- Parental Involvement

Resources Available to Support the Goal
- Coaches (Literacy, Math and Interventionist) will facilitate the creation of the PLC's covering the areas of Math, Reading, Writing, Science and Parent Involvement).
- Administration will share lessons learned from the PLC workshops from the summer provided by the district.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

PLC Meetings

Person or Persons Responsible
Coaches and Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Sign in sheets

G2. The percentage of students scoring a level 3 or above in math will increase.

Targets Supported

- 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)

Resources Available to Support the Goal

- The Math Coach is available to model and support the use of small group instruction during the math block.

- Differentiated instruction and opportunities for inquiry learning are available and can be supported by the Math Coach.

- Unwrapped standards for every CCSS standard for math are available on the district website for teachers to access and use. They include academic vocabulary, essential questions, strong big ideas, and specific goals and scales.

Targeted Barriers to Achieving the Goal

- Students' limited exposure to math in the real-world due to poverty.

- Teachers need time to acquire deeper understanding of teaching CCSS (both content and process standards) with increased academic rigor.

- Student motivation, engagement, and behavior needs to improve.

Plan to Monitor Progress Toward the Goal

testing data

Person or Persons Responsible
administration

Target Dates or Schedule:
when benchmark, i-Ready, and FCAT data are available

Evidence of Completion:
scores will increase and student understanding will be evident on assessments

G3. The percentage of students scoring Level 4 in Science will increase

Targets Supported

- Science

- Science - Elementary School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Large discrepancies in student ability and interest levels within each classroom.

- Need to stress student accountability and improve student accuracy of rating using self-monitoring scale.

- Need for teachers to gain deeper understanding of teaching CCSS with increased rigor and addressing cognitive complexity in questioning.

- Need to improve student behavior, motivation and engagement.

- Lack of Science instructional time

Plan to Monitor Progress Toward the Goal

Discuss progress.

Person or Persons Responsible

CCSS team; Science SIP committee; Instructional staff

Target Dates or Schedule:

Staff, Team and SIP meetings

Evidence of Completion:

FCAT 2014 Results

G4. Increase number of parents attending grade level curriculum nights, parent-teacher conference nights, and math/science/literacy nights.

Targets Supported

- All Areas

- 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)

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Academic materials for math/science/literacy nights

- Community partners

- Translators

Targeted Barriers to Achieving the Goal

- Childcare

- Transportation

- Parent work schedules

Plan to Monitor Progress Toward the Goal

Review sign-in sheets and telephone surveys

Person or Persons Responsible
Parent Liaison

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Sign-in sheets and surveys

G5. The percentage of students achieving proficiency (level 3.5) in writing will increase.

Targets Supported
- Writing

Resources Available to Support the Goal
- Literacy Coaches are available to model lessons and facilitate trainings and discussions to deepen knowledge of writing across the content areas.
- Writers' Workshop Units of Study aligned to the CCSS.

Targeted Barriers to Achieving the Goal
- Limited instructional time.
- Teachers need support integrating the rigor of Common Core Standards and writing workshop.

Plan to Monitor Progress Toward the Goal

Grade Level Team Meetings LLT Meetings

Person or Persons Responsible
Literacy Coaches Teachers Interventionist Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Student Progress Lesson Plans Classroom Observations

G6. The number of students participating in STEM activities will increase.

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Science Lab teacher, District Curriculum Coordinator, Gifted Teacher

Targeted Barriers to Achieving the Goal
- Instructional staff has limited time to incorporate STEM activities.

Plan to Monitor Progress Toward the Goal

Communication to grade levels.

Person or Persons Responsible
Science Lab teacher and instructional staff

Target Dates or Schedule:
SIP meetings

Evidence of Completion:
SIP Agenda

G7. The percentage of students achieving proficiency (Level 3) in Science will increase

Targets Supported
- Science

- Science - Elementary School

Resources Available to Support the Goal
- Students in grades 3-5 have an opportunity to participate in a district science fair. Science fair workshop provided for students based on need.

- CCSS staff training; Increased use of Science journals in classrooms and in the lab; implementing CCSS to allow for cross content area learning; address cognitive complexity in questioning; Science related RtI intervention in vocabulary and fluency (specific grades)

- Principals, Assistant principal, coaches and lead teachers attend professional development with Larry Chew.

- Professional development of teachers in the use of science journals by district science curriculum coordinator and science lab teacher.

- Continue implementing school-wide PBIS/MTSS; Increased use of hands-on exploration; Use of district provided experiments; Increased use of student self rating scales

- Marzano strategy training for staff.

Targeted Barriers to Achieving the Goal
- Student inability to participate in the science fair because of the lack of home support.

- Students lack reading and writing skills in the science content area.

- Students' limited access to exploration and accessing scientific experiences in the real world due to poverty.

- Need to stress student accountability and improve student accuracy of rating using self-monitoring scale.

- Need to improve student behavior, motivation and engagement.

Plan to Monitor Progress Toward the Goal

Review benchmark tests for grades 3-5. in grade level meetings.

Person or Persons Responsible
CCSS team; Science SIP committee; Instructional staff; Science Lab teacher

Target Dates or Schedule:
Meetings

Evidence of Completion:
Sign in sheets.

G8. The percentage of students scoring at level 3 or above in reading will increase.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal
- Literacy Coaches are available to model lessons and provide resources for instructional staff.

- Literacy Coaches and Staff Developer, Enid Martinez, will provide multiple training opportunities centered around guided reading, strategy lessons, word study, and small group instruction.

- Unwrapped ELA standards are available on the district website. CCSS Flip books were distributed to teachers. Standards-based report cards and assessment guides are in place for K-2. Literacy Coach delivered training on standards based report card aligned with CCSS.

Targeted Barriers to Achieving the Goal
- Students are reading significantly below grade level.

- Instructional Staff needs more support in differentiated small group reading instruction.

- Teachers need deeper understanding and experience with the rigor of the Common Core Standards.

Plan to Monitor Progress Toward the Goal

Data Team Meetings

Person or Persons Responsible
Literacy Coaches and Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Classroom Observations Student Progress Lesson Plans

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G2. The percentage of students scoring a level 3 or above in math will increase.

G2.B1 Students' limited exposure to math in the real-world due to poverty.

G2.B1.S1 Provide math-based family nights up to 4 times per year.

Action Step 1

Family math games, make and take activities, and exposure to real-world math activities

Person or Persons Responsible

Parent Involvement Committee and Math Coach

Target Dates or Schedule

One time per quarter

Evidence of Completion

Sign in forms

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

Monitor structure and relevance of planned activities.

Person or Persons Responsible

Parent Involvement Committee, administration, and coaching team

Target Dates or Schedule

Before, during, and after planned events

Evidence of Completion

parent sign-in forms, volunteer sign-in forms, feedback from families

Plan to Monitor Effectiveness of G2.B1.S1

event attendance and parent feedback

Person or Persons Responsible

teachers, coaches, administration

Target Dates or Schedule

after each event

Evidence of Completion

debriefing meeting

G2.B1.S2 Provide opportunities for students to explore real-world math during center activities and for homework.

Action Step 1

Scenarios and problems that pertain to real-world math topics will be presented for students to explore and solve.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

During math centers/small group time

Evidence of Completion

Student work samples

Plan to Monitor Fidelity of Implementation of G2.B1.S2

student work samples and student interviews

Person or Persons Responsible

math coach and administration

Target Dates or Schedule

observations and walk throughs

Evidence of Completion

work samples

Plan to Monitor Effectiveness of G2.B1.S2

assessment results

Person or Persons Responsible

administration and teacher

Target Dates or Schedule

during assessments

Evidence of Completion

higher scores on assessments

G2.B2 Teachers need time to acquire deeper understanding of teaching CCSS (both content and process standards) with increased academic rigor.

G2.B2.S1 Process through standards together at weekly grade team meetings and monthly SIP meetings.

Action Step 1

review CCSS standards as a team, view the unwrapped standards, search for materials to support the teaching of the standards, plan student experiences to master the standards

Person or Persons Responsible

grade level teams and grade level math reps

Target Dates or Schedule

during weekly team meetings and monthly math SIP meetings

Evidence of Completion

notes from weekly team meetings and monthly SIP meetings

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

weekly lesson plans, meeting minutes, classroom experiences

Person or Persons Responsible

team leader, administration, or math coach

Target Dates or Schedule

during planning, during lesson implementation, during meetings

Evidence of Completion

lesson plans, observations of lesson delivery, meeting minutes

Plan to Monitor Effectiveness of G2.B2.S1

observation of classroom lessons

Person or Persons Responsible

classroom teacher, administration, math coach

Target Dates or Schedule

during lesson implementation and during planning

Evidence of Completion

meeting minutes, lesson plans, lesson implementation

G2.B2.S2 Provide strategy professional development to staff.

Action Step 1

provide in-service on high impact strategies relevant to each grade level and/or each staff member

Person or Persons Responsible

district math coordinator, math coach, teaching staff

Target Dates or Schedule

during staff meetings, weekly team meetings, math SIP meetings, and/or early release days

Evidence of Completion

agendas, evaluations, meeting minutes

Plan to Monitor Fidelity of Implementation of G2.B2.S2

PD outline, teacher evaluations

Person or Persons Responsible

administration, district math coordinator, math coach

Target Dates or Schedule

before, during, and after each inservice

Evidence of Completion

observational notes, evaluations

Plan to Monitor Effectiveness of G2.B2.S2

implementation of strategies within the classroom

Person or Persons Responsible

administration, math coach

Target Dates or Schedule

during observations, walk-throughs, and while the math coach is helping with classroom lessons

Evidence of Completion

student performance on various assessments

G2.B3 Student motivation, engagement, and behavior needs to improve.

G2.B3.S1 Implement school-wide PBIS and RtIB process.

Action Step 1

fully implement all components of the school-wide PBIS process.

Person or Persons Responsible

all school staff

Target Dates or Schedule

throughout the school day

Evidence of Completion

student paw prints, attendance at school-wide PBIS events, observations by administration and district personnel

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

observe participation in the implementation of the PBIS process

Person or Persons Responsible

district personnel, PBIS team, administration

Target Dates or Schedule

during observations and while circulating around the school facility

Evidence of Completion

student interest and understanding of the process, paw prints handed out, evidence of reteaching of appropriate behavior

Plan to Monitor Effectiveness of G2.B3.S1

monitor number of minor and major referrals

Person or Persons Responsible

administration and school-wide PBIS committee

Target Dates or Schedule

at least quarterly at PBIS meetings

Evidence of Completion

report out on findings, fewer referrals to the office and to the RtIB team

G2.B3.S2 Increase opportunities for students to rate their own behavior and their content knowledge using specific scales before, during, and after lesson implementation.

Action Step 1

take time for students to monitor progress according to specific scales

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

before, during, and after lesson instruction, throughout the day

Evidence of Completion

observation by administration and teacher lesson plans reflecting targeted students for small group instruction

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

note when students have opportunities for reflection and interview students regarding their ratings

Person or Persons Responsible

administration

Target Dates or Schedule

classroom observations

Evidence of Completion

observation notes

Plan to Monitor Effectiveness of G2.B3.S2

heightened student awareness of behavior and engagement in lessons

Person or Persons Responsible

classroom teacher

Target Dates or Schedule

before, during, and after lesson instruction

Evidence of Completion

higher student achievement, rich classroom discussions, fewer referrals or behavior intervention necessary

G3. The percentage of students scoring Level 4 in Science will increase

G3.B1 Large discrepancies in student ability and interest levels within each classroom.

G3.B1.S1 Science Fair encouraged for 3rd-5th grade; use of 5E lessons within the classroom; encourage self directed learning projects focused on different learning styles; provide students daily access to non-fiction science books

Action Step 1

Implement 5E lessons, self directed learning projects, use of daily non fiction books and encourage participation in the science fair.

Person or Persons Responsible

Science Lab teacher; Classroom teachers; Science SIP committee

Target Dates or Schedule

Instructional time and meetings.

Evidence of Completion

Classroom observations; Lesson plans; display of projects in Library or common area of school.

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

Communicate location of materials and resources for implementation to instructional staff.

Person or Persons Responsible

Science Lab teacher; Classroom teachers; Science SIP committee

Target Dates or Schedule

SIP meetings, instructional time

Evidence of Completion

SIP notes

Plan to Monitor Effectiveness of G3.B1.S1

Committee members discuss and plan for implementation in their grade-level.

Person or Persons Responsible

Administration, Science SIP Committee members

Target Dates or Schedule

Classroom observation and grade level meetings

Evidence of Completion

Classroom observations; Lesson plans; display of projects in Library or common area of school

G3.B2 Need to stress student accountability and improve student accuracy of rating using self-monitoring scale.

G3.B2.S1 Marzano strategy training for staff

Action Step 1

Provide training

Person or Persons Responsible

Administration and Marzano team; Classroom teacher

Target Dates or Schedule

Staff meetings or early release days

Evidence of Completion

Sign in sheets

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

Implementation of strategies from training.

Person or Persons Responsible

Administration and Marzano team

Target Dates or Schedule

Classroom observations, evaluation forms; rubrics

Evidence of Completion

Teacher evaluation

Plan to Monitor Effectiveness of G3.B2.S1

Instructional implementation effects student learning.

Person or Persons Responsible

Administration and Marzano team

Target Dates or Schedule

Observations of instructional time

Evidence of Completion

Student evidence Teacher evaluation

G3.B3 Need for teachers to gain deeper understanding of teaching CCSS with increased rigor and addressing cognitive complexity in questioning.

G3.B3.S1 CCSS staff training; Cross grade level meetings; further training/guidance using Science journals; Use 5E lessons from AIMs and those provided by district

Action Step 1

Discuss and plan for use.

Person or Persons Responsible

CCSS team; Science SIP committee; Instructional staff

Target Dates or Schedule

Planning and instructional time.

Evidence of Completion

Classroom observations, lesson plans, focus calendars, scope & sequence, assessments

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Review as needed and share ideas.

Person or Persons Responsible

CCSS team; Science SIP committee; Instructional staff

Target Dates or Schedule

Instructional and planning time.

Evidence of Completion

Classroom observations, lesson plans, focus calendars, scope & sequence, assessments

Plan to Monitor Effectiveness of G3.B3.S1

Review benchmarks.

Person or Persons Responsible

CCSS team; Science SIP committee; Instructional staff

Target Dates or Schedule

SIP meetings

Evidence of Completion

Sign in sheets.

G3.B4 Need to improve student behavior, motivation and engagement.

G3.B4.S1 Continue implementing school-wide PBIS/MTSS; Increased use of hands-on exploration; Use of district provided experiments; Increased use of student self rating scales

Action Step 1

Share ideas to engage students using PBIS, Labs, and self rating.

Person or Persons Responsible

Science Lab teacher; District Science Coordinator; Science SIP committee; All instructional staff; PBIS/MTSS team

Target Dates or Schedule

Monthly SIP meetings, Science Lab meetings, PBIS/MTSS meetings

Evidence of Completion

Classroom observations; rubrics; Student feedback; Behavior tracking forms; PBIS data

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Planning and implementation/revision of labs, Shared scales for Science benchmarks. Revision or use of Scales included in district lab investigations.

Person or Persons Responsible

Science Lab teacher; District Science Coordinator; Science SIP committee; All instructional staff; PBIS/MTSS team

Target Dates or Schedule

Grade-level and SIP meetings

Evidence of Completion

Meeting notes

Plan to Monitor Effectiveness of G3.B4.S1

Analyze data during meetings and communicate to instructional staff effectiveness.

Person or Persons Responsible

Science Lab teacher; District Science Coordinator; Science SIP committee; All instructional staff; PBIS/MTSS team

Target Dates or Schedule

PBIS/MTSS meetings, instructional time

Evidence of Completion

Classroom observations ; rubrics; Student feedback; Behavior tracking forms; PBIS data

G3.B5 Lack of Science instructional time

G3.B5.S1 Grade levels to decide which benchmarks should be stressed in more depth in Science Lab; Create and follow instructional focus calendars in each grade level.

Action Step 1

Decide areas of deficiency.

Person or Persons Responsible

Classroom teachers; Science Lab teacher

Target Dates or Schedule

After benchmark tests.

Evidence of Completion

Classroom observations; lesson plans; instructional focus calendars

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Communicate needs to Science Lab teacher

Person or Persons Responsible

Classroom teachers; Science Lab teacher

Target Dates or Schedule

Planning meetings.

Evidence of Completion

Classroom observations; lesson plans; instructional focus calendars

Plan to Monitor Effectiveness of G3.B5.S1

Analyze benchmark data.

Person or Persons Responsible

Classroom teachers; Science Lab teacher

Target Dates or Schedule

Planning meetings.

Evidence of Completion

Increased benchmark scores.

G4. Increase number of parents attending grade level curriculum nights, parent-teacher conference nights, and math/science/literacy nights.

G4.B1 Childcare

G4.B1.S1 Staff, PTA and High School volunteers to watch children so that parents can fully participate in parent involvement activities.

Action Step 1

Provide childcare with age-appropriate games and activities.

Person or Persons Responsible

Staff members and PTA volunteers

Target Dates or Schedule

Parent-teacher conferences Curriculum nights Math/Science/Literacy nights

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Monitor childcare services

Person or Persons Responsible

Parent liaison

Target Dates or Schedule

During parent involvement events

Evidence of Completion

Checklist of childcare program to be provided to the school principal.

Plan to Monitor Effectiveness of G4.B1.S1

Comparison of sign-in sheets from past years to this year to track parent involvement numbers.

Person or Persons Responsible

Parent liaison

Target Dates or Schedule

After parent involvement events

Evidence of Completion

Sign- in sheets

G4.B2 Transportation

G4.B2.S1 Provide bus transportation to neighborhoods where transportation needs exist.

Action Step 1

Provide bus transportation to Math/Science/Literacy nights.

Person or Persons Responsible

Parent Liaison

Target Dates or Schedule

Procure bus before Math/Science/Literacy nights.

Evidence of Completion

Bus transportation sign-in sheets

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Monitor bus requests

Person or Persons Responsible

Parent Liaison, secretary

Target Dates or Schedule

Before parent event nights.

Evidence of Completion

Bus request form

Plan to Monitor Effectiveness of G4.B2.S1

Telephone survey of parents using bus transportation

Person or Persons Responsible

Parent Liaison

Target Dates or Schedule

After events

Evidence of Completion

Telephone log

G4.B3 Parent work schedules

G4.B3.S1 Flex schedule events to make them convenient for working parents.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Flex schedule for working parents

Person or Persons Responsible

SIP Committee and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Schedule

Plan to Monitor Effectiveness of G4.B3.S1

Attendance at grade level curriculum nights, parent-teacher conference nights, and math/science/literacy nights.

Person or Persons Responsible

SIP Parent Involvement Committee and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets

G5. The percentage of students achieving proficiency (level 3.5) in writing will increase.

G5.B1 Limited instructional time.

G5.B1.S1 School wide literacy blocks are 120 minutes. We will Integrate writing in reading and across other content areas.

Action Step 1

Writing in content areas

Person or Persons Responsible

Classroom Teachers Instructional Interventionist Literacy Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Observations Lesson Plans Student Portfolios / Journals

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Grade Level Team Meetings LLT Meetings

Person or Persons Responsible

Teachers Interventionist Literacy Coaches Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans Observations Student Progress (Portfolios)

Plan to Monitor Effectiveness of G5.B1.S1

Grade Level Team Meetings LLT Meetings

Person or Persons Responsible

Literacy Coaches Teachers Interventionist Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student Progress

G5.B2 Teachers need support integrating the rigor of Common Core Standards and writing workshop.

G5.B2.S1 Monthly Professional Development Opportunities for Grade Level Bands (K-1, 2-3, 4-5) to increase knowledge base and strengthen skills in integrating the rigor of CCSS in writers workshop.

Action Step 1

Professional Development Sessions

Person or Persons Responsible

Teachers Literacy Coaches Interventionist

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-In Forms Evaluations on ERO

Facilitator:

District Literacy Coaches

Participants:

Teachers Literacy Coaches Interventionist

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Professional Development Sessions Implementation in classroom

Person or Persons Responsible

Literacy Coaches Interventionist Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in Forms Evaluations in ERO Lesson Plans

Plan to Monitor Effectiveness of G5.B2.S1

Professional Development Sessions Grade Level Team Meetings LLT Meetings

Person or Persons Responsible

Literacy Coaches Administration Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Minutes Classroom Observations Evaluations in ERO Sign-in Forms

G6. The number of students participating in STEM activities will increase.

G6.B1 Instructional staff has limited time to incorporate STEM activities.

G6.B1.S1 Science Lab teacher will provide materials for a Science Olympics during related arts block with STEM projects for each grade level.

Action Step 1

Incorporate Science Olympic activities in lesson plans and have the event.

Person or Persons Responsible

Science Lab teacher, related arts teachers and Instructional Staff

Target Dates or Schedule

Annually in May

Evidence of Completion

Lesson plans and student participation

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Communicate dates, needed materials

Person or Persons Responsible

Instructional staff, Science Lab teacher

Target Dates or Schedule

SIP committee meeting

Evidence of Completion

SIP sign in

Plan to Monitor Effectiveness of G6.B1.S1

Student survey

Person or Persons Responsible

Instructional staff and Science Lab teacher

Target Dates or Schedule

Feedback from teachers and students after event.

Evidence of Completion

Survey results

G6.B1.S2 STEM activities for all grade levels will be provided during Related Arts in the Science Lab.

Action Step 1

Provide one activity a quarter

Person or Persons Responsible

Science Lab teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Implementation of plans

Person or Persons Responsible

Science Lab teacher

Target Dates or Schedule

Instructional time

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G6.B1.S2

Student Benchmark scores and student engagement

Person or Persons Responsible

Science lab Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson Plans and comparison of tested benchmarks

G6.B1.S3 Students in grades 3-5 will have the opportunity to participate in a district wide science fair.

Action Step 1

Students submit interest letters to coordinator via the teacher and they can participate in the Science Fair.

Person or Persons Responsible

Teachers and District Science Fair Coordinator

Target Dates or Schedule

October 2013

Evidence of Completion

Student interest letters.

Plan to Monitor Fidelity of Implementation of G6.B1.S3

Schedules a science fair meeting for parents and students.

Person or Persons Responsible

District Coordinator

Target Dates or Schedule

October 2013

Evidence of Completion

Sign in sheet.

Plan to Monitor Effectiveness of G6.B1.S3

Students compete in district Science Fair

Person or Persons Responsible

District Coordinator, Instructional Staff

Target Dates or Schedule

District Science Fair

Evidence of Completion

Student product

G7. The percentage of students achieving proficiency (Level 3) in Science will increase

G7.B1 Student inability to participate in the science fair because of the lack of home support.

G7.B1.S1 Student survey of interest and needs to complete a science fair project.

Action Step 1

Teachers will survey students of their interest and send home a flyer to interested students. Students with a need for help will return flyers to indicate the need.

Person or Persons Responsible

Teachers, Science Lab teacher

Target Dates or Schedule

September 13th to September 23rd 2013

Evidence of Completion

Teachers will return flyers signed by interested students in a science fair club.

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Student interest in Science Fair project

Person or Persons Responsible

Science SIP Committee

Target Dates or Schedule

Ongoing

Evidence of Completion

Survey

Plan to Monitor Effectiveness of G7.B1.S1

Creation of student Science Fair projects

Person or Persons Responsible

Science SIP Committee and Science Lab Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Number of projects

G7.B2 Students lack reading and writing skills in the science content area.

G7.B2.S1 CCSS staff training; Increased use of Science journals in classrooms and in the lab; implementing CCSS to allow for cross content area learning; address cognitive complexity in questioning; Science related RtI intervention in vocabulary and fluency (specific grades)

Action Step 1

Professional development, and cross curricular planning of instructional staff.

Person or Persons Responsible

CCSS team; Science SIP committee; Instructional staff; Science Lab teacher, District Science Curriculum coordinator

Target Dates or Schedule

Monthly meetings, Grade-level instructional meetings. instructional time.

Evidence of Completion

Classroom observations; lesson plans; assessments; student journals

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Discuss and review process.

Person or Persons Responsible

CCSS team; Science SIP committee; Instructional staff; Science Lab teacher,

Target Dates or Schedule

Committee meetings, Grade-level meetings

Evidence of Completion

2014 FCAT results

Plan to Monitor Effectiveness of G7.B2.S1

Discuss and problem solve during meetings.

Person or Persons Responsible

CCSS team; Science SIP committee; Instructional staff; Science Lab teacher

Target Dates or Schedule

SIP meetings, instructional meetings.

Evidence of Completion

2014 FCAT results

G7.B2.S2 Professional development of teachers in the use of science journals by district science curriculum coordinator and science lab teacher.

Action Step 1

Professional development of teachers in the use of science journals by district science curriculum coordinator and science lab teacher.

Person or Persons Responsible

District Science Staff (Valerie Gaynor)

Target Dates or Schedule

September, 2013

Evidence of Completion

ERO

Plan to Monitor Fidelity of Implementation of G7.B2.S2

Professional development of teachers in the use of science journals by district science curriculum coordinator and science lab teacher.

Person or Persons Responsible

SIP Science Committee and Science Lab Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

ERO and Lesson Plans

Plan to Monitor Effectiveness of G7.B2.S2

Use of science journals in classroom instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans and observations

G7.B3 Students' limited access to exploration and accessing scientific experiences in the real world due to poverty.

G7.B3.S1 Teachers increase science exploration by implementing district wide science labs.

Action Step 1

Incorporate labs in lesson plans

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

quarterly

Evidence of Completion

Focus calendar, lesson plans

Plan to Monitor Fidelity of Implementation of G7.B3.S1

grade level meetings

Person or Persons Responsible

Instructional staff

Target Dates or Schedule

Quarterly

Evidence of Completion

lesson plans

Plan to Monitor Effectiveness of G7.B3.S1

Communicate effectiveness of lab plans in the classroom(ease of use, materials available, etc...).

Person or Persons Responsible

Teachers and Science Lab teacher

Target Dates or Schedule

SIP committee meetings

Evidence of Completion

SIP Notes

G7.B3.S2 Family Science night at the school site

Action Step 1

Plan Family Science Nights

Person or Persons Responsible

Science Lab teacher; Parent Involvement Committee

Target Dates or Schedule

Committee Meetings

Evidence of Completion

Sign in sheets

Plan to Monitor Fidelity of Implementation of G7.B3.S2

Grade level collaboration on ways to increase opportu nity for students; evaluation forms

Person or Persons Responsible

Science Lab teacher; Parent Involvement Committee, instructional staff

Target Dates or Schedule

Committee meetings

Evidence of Completion

Sign-in forms;

Plan to Monitor Effectiveness of G7.B3.S2

Discuss effectiveness of event.

Person or Persons Responsible

Science Lab teacher; Parent Involvement Committee, instructional staff

Target Dates or Schedule

Post meeting

Evidence of Completion

Committee notes

G7.B5 Need to stress student accountability and improve student accuracy of rating using self-monitoring scale.

G7.B5.S1 Marzano strategy training for staff.

Action Step 1

Professional Development

Person or Persons Responsible

Administration and Marzano team

Target Dates or Schedule

Early rlease days

Evidence of Completion

Sign in with ERO

Plan to Monitor Fidelity of Implementation of G7.B5.S1

Instructional staff implements the strategies in lessons

Person or Persons Responsible

Administration

Target Dates or Schedule

Classroom observations; Evaluation forms; rubrics

Evidence of Completion

Teacher evaluations

Plan to Monitor Effectiveness of G7.B5.S1

Teachers provide feedback to Marzano team to monitor effectiveness of training after utilization of the strategies.

Person or Persons Responsible

Marzano Team, Administration

Target Dates or Schedule

Teacher feedback.

Evidence of Completion

Training feedback forms.

G7.B6 Need to improve student behavior, motivation and engagement.

G7.B6.S1 Continue implementing school-wide PBIS/MTSS; Increased use of hands-on exploration; Use of district provided experiments; Increased use of student self rating scales.

Action Step 1

Plan labs and utilize them, encourage students with PBIS. Explore new ways for students to self rate.

Person or Persons Responsible

Science Lab teacher; District Science Coordinator; Science SIP committee; All instructional staff; PBIS/MTSS team

Target Dates or Schedule

Instructional time, grade level and SIP meetings.

Evidence of Completion

Classroom observations; rubrics; Student feedback; Behavior tracking forms; PBIS data

Plan to Monitor Fidelity of Implementation of G7.B6.S1

Update focus calendars as needed in grade-levels, discuss/review use of labs as a grade-level.

Person or Persons Responsible

Science Lab teacher; District Science Coordinator; Science SIP committee; All instructional staff; PBIS/MTSS team

Target Dates or Schedule

Instructional time, grade-level and SIP meetings

Evidence of Completion

Classroom observations; rubrics; Student feedback; Behavior tracking forms; PBIS data, sign in sheets

Plan to Monitor Effectiveness of G7.B6.S1

Discuss effectiveness of the systems in place

Person or Persons Responsible

CCSS team; Science SIP committee; Instructional staff; Science Lab teacher

Target Dates or Schedule

Grade level and SIP Committee meetings

Evidence of Completion

Committee and grade level meeting notes.

G8. The percentage of students scoring at level 3 or above in reading will increase.

G8.B2 Instructional Staff needs more support in differentiated small group reading instruction.

G8.B2.S1 Analyze student reading data and collaborate to form differentiated small groups at weekly grade team meetings and monthly SIP meetings.

Action Step 1

Grade Team Meetings and SIP Literacy Committee Meetings

Person or Persons Responsible

Literacy Coaches, Grade Level Teams, and Literacy Leadership Team

Target Dates or Schedule

bi-weekly

Evidence of Completion

Student data Sign-in Forms Small Group Planning Sheets

Facilitator:

Angie Gilbride Jennifer Holbrook Enid Martinez

Participants:

Literacy Coaches, Grade Level Teams, and Literacy Leadership Team

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Review data and small group progress

Person or Persons Responsible

Literacy Coaches and Administration

Target Dates or Schedule

Monthly - after meetings

Evidence of Completion

Sign-in Forms Exit Tickets from Staff Small Group Planning Forms Teacher analysis of running records

Plan to Monitor Effectiveness of G8.B2.S1

Data Team Meetings

Person or Persons Responsible

Literacy Coaches, Administration, Grade Level Teams

Target Dates or Schedule

Monthly

Evidence of Completion

Student Progress Classroom Observations

G8.B2.S2 Literacy coaches will model best instructional practices, facilitate discussions, and reflect with teachers on instructional practice.

Action Step 1

Model Lessons Staff Meetings Professional Development/Trainings Grade Level Meetings Individual Teacher Discussions

Person or Persons Responsible

Literacy Coaches and Instructional Staff

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Coaches' Log Sign-in Forms PD/Training Evaluations in ERO

Facilitator:

Angie Gilbride Jennifer Holbrook Enid Martinez

Participants:

Literacy Coaches and Instructional Staff

Plan to Monitor Fidelity of Implementation of G8.B2.S2

Coaches' Log Teacher Feedback Student Progress

Person or Persons Responsible

Literacy Coaches Administration Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Coaches' Log Evaluations in ERO Sign-in Forms

Plan to Monitor Effectiveness of G8.B2.S2

Teacher Feedback Student Progress

Person or Persons Responsible

Literacy Coaches Administration Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Evaluations in ERO Teacher Feedback Student Progress

G8.B2.S3 Literacy Coaches will facilitate book study with teachers for Words Their Way that will deepen the knowledge on how to implement differentiated small group instruction.

Action Step 1

Literacy Coaches will facilitate book study with teachers for Words Their Way that will deepen the knowledge on how to implement differentiated small group instruction.

Person or Persons Responsible

Literacy Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

ERO

Plan to Monitor Fidelity of Implementation of G8.B2.S3

Teacher knowledge of Words Their Way and how to implement differentiated small group instruction.

Person or Persons Responsible

Literacy Coaches and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

iObservation and informal observations by administration and coaches

Plan to Monitor Effectiveness of G8.B2.S3

Teacher knowledge of Words Their Way and how to implement differentiated small group instruction.

Person or Persons Responsible

Literacy coaches and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Informal and formal observations

G8.B3 Teachers need deeper understanding and experience with the rigor of the Common Core Standards.

G8.B3.S1 Process through standards at weekly grade team meetings and monthly SIP Literacy Committee Meetings.

Action Step 1

Review CCSS as a team Access the unwrapped standards Gather materials to support teaching to the rigor of CCSS Plan instructional strategies and lessons to support mastery of the CCSS

Person or Persons Responsible

Grade Level Teams Literacy Leadership Team

Target Dates or Schedule

During weekly team meetings and monthly LLT Meetings

Evidence of Completion

Notes from team meetings and monthly LLT meetings

Plan to Monitor Fidelity of Implementation of G8.B3.S1

Weekly Lesson Plans Meeting Minutes Classroom Experiences

Person or Persons Responsible

Literacy Coaches Administration Team Leaders

Target Dates or Schedule

During planning During lesson implementation During meetings

Evidence of Completion

Lesson Plans Observations of Lesson Delivery Meeting Minutes

Plan to Monitor Effectiveness of G8.B3.S1

Observation of classroom lessons

Person or Persons Responsible

Classroom Teacher Administration Literacy Coaches

Target Dates or Schedule

During lesson implementation During planning

Evidence of Completion

Meeting Minutes Lesson Plans Lesson Implementation

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

Pinewood Elementary School coordinates and integrates all federal, state, and local programs that impact the school :
• Implements research-based resources funded by local and federal funds
• The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant and Title I programs
• School improvement plan objectives reflect the research-based strategies with a focus on achieving state and district priorities
• Input from the Pre K programs is obtained by the school and district and is included in the transition plan
• Parent surveys are conducted annually and developed with input from parents who represent Title I Part A, Migrant and ELL programs
• Partnerships are established (i.e. with FDLERS)
• Coordination and scheduling of instructional programs (i.e. DARE)
• Implementation of parent information programs
• Brochures and referrals for parent and student support from the guidance department, school nurse and other school personnel

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.

G5. The percentage of students achieving proficiency (level 3.5) in writing will increase.

G5.B2 Teachers need support integrating the rigor of Common Core Standards and writing workshop.

G5.B2.S1 Monthly Professional Development Opportunities for Grade Level Bands (K-1, 2-3, 4-5) to increase knowledge base and strengthen skills in integrating the rigor of CCSS in writers workshop.

PD Opportunity 1

Professional Development Sessions

Facilitator

District Literacy Coaches

Participants

Teachers Literacy Coaches Interventionist

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-In Forms Evaluations on ERO

G8. The percentage of students scoring at level 3 or above in reading will increase.

G8.B2 Instructional Staff needs more support in differentiated small group reading instruction.

G8.B2.S1 Analyze student reading data and collaborate to form differentiated small groups at weekly grade team meetings and monthly SIP meetings.

PD Opportunity 1

Grade Team Meetings and SIP Literacy Committee Meetings

Facilitator

Angie Gilbride Jennifer Holbrook Enid Martinez

Participants

Literacy Coaches, Grade Level Teams, and Literacy Leadership Team

Target Dates or Schedule

bi-weekly

Evidence of Completion

Student data Sign-in Forms Small Group Planning Sheets

G8.B2.S2 Literacy coaches will model best instructional practices, facilitate discussions, and reflect with teachers on instructional practice.

PD Opportunity 1

Model Lessons Staff Meetings Professional Development/Trainings Grade Level Meetings Individual Teacher Discussions

Facilitator

Angie Gilbride Jennifer Holbrook Enid Martinez

Participants

Literacy Coaches and Instructional Staff

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Coaches' Log Sign-in Forms PD/Training Evaluations in ERO

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G4.	Increase number of parents attending grade level curriculum nights, parent-teacher conference nights, and math/science/literacy nights.	$500
	Total	$500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program		Total
Title 1 $		$500	$500
Total		$500	$500

Budget Details

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

G4. Increase number of parents attending grade level curriculum nights, parent-teacher conference nights, and math/science/literacy nights.

G4.B2 Transportation

G4.B2.S1 Provide bus transportation to neighborhoods where transportation needs exist.

Action Step 1

Provide bus transportation to Math/Science/Literacy nights.

Resource Type

Evidence-Based Program

Resource

Bus transporting parents to school for Literacy Nights

Funding Source

Title 1 $

Amount Needed

$500