



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Pinewood Elementary School

1400 GILBERT ST
Eagle Lake, FL 33839
863-298-7977
<http://schools.polk-fl.net/pes>

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
86%

Alternative/ESE Center
No

Charter School
No

Minority Rate
62%

School Grades History

2013-14
C

2012-13
C

2011-12
B

2010-11
A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I 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

Brenda Johnson

School Advisory Council chair

Terry Shouppe

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

| Name | Title |
|-----------------|-----------------------------|
| Brenda Johnson | Principal |
| Celeste Stewart | Asst. Principal |
| Meghan Starling | Reading Resource Teacher |
| Gail Stokem | Network Manager |
| Jane Gavin | Title 1 Program Facilitator |
| Jill Barr | Media Specialist |
| Lorie Jackson | Kindergarten Grade Chair |
| Sharon Claridy | 1st Grade Chair |
| Sharonda Dunlap | 2nd Grade Chair |
| Jo Ann Dawson | 3rd Grade Chair |
| Becky Durham | 4th Grade Chair |
| Gayle Harsell | 5th Grade Chair |
| Donna Sherrard | ESE Chair |

District-Level Information

District

Polk

Superintendent

Dr. Kathryn Leroy

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

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

Membership of the SAC

Brenda Johnson - Principal

Celeste Stewart - Assistant Principal

Sharonda Dunlap - Teacher
 Jane Gavin - Teacher
 Leticia Rivera - Support Staff
 Zaido Bruno - Support Staff
 Tyechia Johnson - Community member
 Sgt. Ivan Navarro - Community Member
 Jennifer Fraker - Parent
 Annette Parrish - Parent
 Luz Ramirez - Parent
 Terry Shouppe (chair) - Parent

Involvement of the SAC in the development of the SIP

At the first meeting of the year the development process of the school improvement plan was shared with the SAC. The online form was shown to all members and they were asked for any input they might have.

Activities of the SAC for the upcoming school year

The Pinewood SAC will meet once a month to review school wide data, policies, and procedures.

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

Should any school improvement funds become available materials, supplies, tutoring, and/or

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:

Brenda Johnson

Principal

Years as Administrator: 22

Years at Current School: 11

Credentials

BS in Elementary Education - Valdosta State University
 MA in Administration/Supervision - University of South Florida

Performance Record

2012-2013 Grade: C Reading Proficiency: 55%, Math Proficiency 49%, Science Proficiency 49%
 2011-2012 Grade: B Reading Proficiency: 55%, Math Proficiency 56%, Science Proficiency 36%
 2010-2011 Grade: B Reading Proficiency: 71%, Math Proficiency 76%, Science Proficiency 53%
 2009-2010 Grade: A Reading Proficiency: 73%, Math Proficiency 75%, Science Proficiency 47%
 2008-2009 Grade: B Reading Proficiency: 67%, Math Proficiency 67%, Science Proficiency 36%

Celeste Stewart

Asst Principal

Years as Administrator: 2

Years at Current School: 10

Credentials

BS in Child Development - Florida State University
 MS in Educational Leadership - Nova Southeastern University

Performance Record

2012-2013 Grade: C Reading Proficiency: 55%, Math Proficiency 49%, Science Proficiency 49%
 2011-2012 Grade: B Reading Proficiency: 55%, Math Proficiency 56%, Science Proficiency 36%
 2010-2011 Grade: B Reading Proficiency: 71%, Math Proficiency 76%, Science Proficiency 53%
 2009-2010 Grade: A Reading Proficiency: 73%, Math Proficiency 75%, Science Proficiency 47%
 2008-2009 Grade: B Reading Proficiency: 67%, Math Proficiency 67%, Science Proficiency 36%

Classroom Teachers**# of classroom teachers**

44

receiving effective rating or higher

44, 100%

Highly Qualified Teachers

100%

certified in-field

41, 93%

ESOL endorsed

37, 84%

reading endorsed

3, 7%

with advanced degrees

7, 16%

National Board Certified

3, 7%

first-year teachers

2, 5%

with 1-5 years of experience

8, 18%

with 6-14 years of experience

19, 43%

with 15 or more years of experience

12, 27%

Education Paraprofessionals**# of paraprofessionals**

10

Highly Qualified

10, 100%

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

6

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Before the beginning of the school year all new teachers are brought in for an informal meet and greet meeting with the principal, assistant principal, and reading resource teacher. During this time the teachers receive information that is pertinent to new employees and also have a chance to ask any questions they might have. The goal of this meeting is to familiarize the teachers with the campus and make them feel comfortable before the remaining staff members arrive on campus. The principal and assistant principal are responsible for this event.
2. Each year our reading resource teacher partners each new teacher with a veteran teacher on staff. For the first week the veteran teacher leaves anonymous notes of encouragement and treats in the teacher's box. At the end of the week the veteran teacher reveals herself to the new teacher at a planned afternoon event. The goal of this program is to provide each new staff member with a connection with one other person (not on their grade level team). The reading resource teacher is responsible for this event.

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 new teacher is paired with a veteran teacher on staff based on the needs of the teacher and which veteran teacher would be most beneficial for the new teacher. For the first week the veteran teacher leaves anonymous notes of encouragement and treats in the teacher's box. At the end of the week the veteran teacher reveals herself to the new teacher at a planned afternoon event. After the first week of school, the veteran teacher is responsible for initiating at least monthly meetings with the new teacher to check on her progress and answer any questions.

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

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

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

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

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

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

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

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

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

plans and activities.

Selected General Education Teachers: (At least one Primary Teacher and one Intermediate Teacher) – Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials/ instruction in tiered interventions; collaborates with general education teachers.

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

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation data-based decision making activities.

MTSS Behavior Representative (PBS): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.

Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students’ academic, emotional, behavioral, and social success.

Technology Specialist: Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display.

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

The MTSS team (which includes key members of the School Leadership team) meets with each teacher at regularly scheduled monthly meetings to review the progress of all students receiving Tier 2 and Tier 3 services. The school administration conducts classroom walkthroughs at the times when Tier 2 and 3 instruction should be taking place to monitor the fidelity of the implementation.

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

Reading: FAIR, BEAR inventory, DAR, monthly oral reading fluency checks

Math: weekly fact fluency tests, Discovery, GO Math end of year assessments

Science: Discovery, district created assessments

Writing: District created writing prompts,

Engagement: Genesis reports

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

ALL teachers will participate in a training regarding MTSS during the first 9 weeks of school. A meeting with the parents of ALL tier 2 and 3 students in grades 2 and 3 will take place during the first 9 weeks as well.

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: 3,600

Kindergarten students identified as LY participate in a morning program with one of our ESOL paraprofessionals. During this morning program the students use the Open Book program.

Strategy Purpose(s)

- Instruction in core academic subjects

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

FAIR data is used to determine if students are making gains throughout the year and CELLA is used at the end of the year to determine if the student's proficiency in English has improved from the beginning of the year.

Who is responsible for monitoring implementation of this strategy?

Administration

Strategy: Before or After School Program

Minutes added to school year: 3,600

Our reading resource teacher will have one of our computer labs open for morning participation in Accelerated Reader.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

AR reports are pulled weekly by the media specialist.

Who is responsible for monitoring implementation of this strategy?

Media specialist, reading resource teacher, administration

Literacy Leadership Team (LLT)

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

| Name | Title |
|-----------------|-------------------------------|
| Brenda Johnson | Principal |
| Celeste Stewart | Asst. Principal |
| Meghan Starling | Reading Resource Teacher |
| Jane Gavin | Title One Program Facilitator |
| Gail Stokem | Network Manager |
| Jill Barr | Media Specialist |
| Donna Sherrard | Speech Therapist/ESE Chair |
| Lorie Jackson | Kindergarten Chair |
| Sharon Calridy | 1st Grade Chair |
| Sharonda Dunlap | 2nd Grade Chair |
| Jo Ann Dawson | 3rd Grade Chair |
| Becky Durham | 4th Grade Chair |
| Gayle Harsell | 5th Grade Chair |

How the school-based LLT functions

The LLT meets each Friday at 7:30 a.m. in the data room. An agenda will be provided at each meeting to outline what will be discussed. The principal will serve as the chair of the team and will facilitate the discussion. Academic, attendance, and discipline data will be shared at each meeting.

Major initiatives of the LLT

1. Improving fact fluency for all students
2. Monitoring results of on going progress monitoring
3. Determining the individual needs of students in the bottom 25% in both reading and math

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

1. Kindergarten Round-up: a designated week in April for parents to complete registration packets and get a tour of the school campus. One night during that week will be open for parents to come in with their students to meet the teachers, tour the classrooms, and get important information to help their children make a smooth transition into Kindergarten.
2. Contact area church leaders and preschools to assist with the promotion of Kindergarten Round-up.
3. The OpenBook program is used to help our ESOL students better understand the English language as they enter their first year of school

Expected Improvements

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

Area 1: Reading

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

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 60% | 55% | No | 64% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 54% | 42% | No | 59% |
| Hispanic | 50% | 49% | No | 55% |
| White | 68% | 65% | No | 72% |
| English language learners | 40% | 29% | No | 46% |
| Students with disabilities | 29% | 8% | No | 36% |
| Economically disadvantaged | 55% | 50% | No | 60% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 171 | 55% | 64% |
| Students scoring at or above Achievement Level 4 | 111 | 36% | 40% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | 118 | 60% | 65% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 108 | 55% | 60% |

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) | 56 | 47% | 50% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 31 | 26% | 30% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 27 | 22% | 30% |

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 | 38 | 43% | 50% |
| 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 | 60% | 49% | No | 64% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 51% | 35% | No | 56% |
| Hispanic | 55% | 45% | No | 60% |
| White | 65% | 57% | No | 69% |
| English language learners | 33% | 31% | No | 40% |
| Students with disabilities | 23% | 18% | No | 30% |
| Economically disadvantaged | 57% | 43% | No | 61% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 147 | 47% | 55% |
| Students scoring at or above Achievement Level 4 | 65 | 21% | 35% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | [data excluded for privacy reasons] | | 0% |
| Students scoring at or above Level 7 | [data excluded for privacy reasons] | | 100% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains | 187 | 60% | 65% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 197 | 63% | 70% |

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 | 41 | 48% | 55% |
| Students scoring at or above Achievement Level 4 | 14 | 16% | 25% |

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) | 2 | | 5 |
| Participation in STEM-related experiences provided for students | | 50% | 100% |

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 | 50 | 8% | 6% |
| Students retained, pursuant to s. 1008.25, F.S. | 23 | 4% | 3% |
| Students who are not proficient in reading by third grade | 60 | 52% | 45% |
| Students who receive two or more behavior referrals | 11 | 2% | 1% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 18 | 3% | 2% |

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

See Parent Involvement plan

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------|---------------|---------------|---------------|
|--------|---------------|---------------|---------------|

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------|---------------|---------------|---------------|
|--------|---------------|---------------|---------------|

Goals Summary

- G1.** Increase fact fluency for all students
- G2.** Increase comprehension skills of students across content areas.

Goals Detail

G1. Increase fact fluency for all students

Targets Supported

Resources Available to Support the Goal

- morning time in the breezeway
- Coaches

Targeted Barriers to Achieving the Goal

- teachers have not focused on building fact fluency as a priority

Plan to Monitor Progress Toward the Goal

weekly data analysis sessions

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

weekly

Evidence of Completion:

Line graph displayed in the Data Room

G2. Increase comprehension skills of students across content areas.**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- 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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- media specialist
- reading resource teacher
- Accelerated Reader
- Reading Wonders series

Targeted Barriers to Achieving the Goal

- Students lack strategies needed to comprehend complex texts.

Plan to Monitor Progress Toward the Goal

FAIR and weekly reading assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

FAIR scores and reading test scores documented as available

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase fact fluency for all students

G1.B2 teachers have not focused on building fact fluency as a priority

G1.B2.S1 Increase students exposure to math fact fluency and its importance.

Action Step 1

Weekly math fact fluency test

Person or Persons Responsible

teachers

Target Dates or Schedule

weekly

Evidence of Completion

Scores will be turned in each week at the Leadership team meeting

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Weekly 5 minute fact fluency checks

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Weekly

Evidence of Completion

Spreadsheet with individual student scores to be shared at weekly leadership team meetings

Plan to Monitor Effectiveness of G1.B2.S1

weekly fact fluency test scores

Person or Persons Responsible

Leadership team

Target Dates or Schedule

weekly

Evidence of Completion

spreadsheets with student scores

G2. Increase comprehension skills of students across content areas.

G2.B1 Students lack strategies needed to comprehend complex texts.

G2.B1.S1 Teachers will Increase the amount of time spent teaching student vocabulary in content areas.

Action Step 1

Use Marzano 6 step vocabulary strategies

Person or Persons Responsible

Teachers

Target Dates or Schedule

daily

Evidence of Completion

Classroom walkthroughs and lesson plans student evaluations and ongoing assessments (FAIR, Accelerated Reader - Reading, Discovery - Math)

Facilitator:

Meghan Starling

Participants:

Teachers

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

classroom walkthroughs, observations, and lesson plan checks

Person or Persons Responsible

Administration, Reading Resource teacher, District Regional Literacy Coach

Target Dates or Schedule

ongoing

Evidence of Completion

Successful implementation of vocabulary strategies.

Plan to Monitor Effectiveness of G2.B1.S1

Students will master 80% acquisition of selected vocabulary correctly.

Person or Persons Responsible

Teachers, Administrators, Reading Resource Teacher, Leadership Team

Target Dates or Schedule

weekly

Evidence of Completion

Student data

G2.B1.S2 Teach reading strategies across all content areas

Action Step 1

Continuous focus on the strategies that good reader use

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

classroom walkthroughs

Facilitator:

Meghan Starling

Participants:

ALL certified teachers

Action Step 2

Continuous focus on the strategies that good reader use

Person or Persons Responsible

Teachers

Target Dates or Schedule

on going

Evidence of Completion

classroom walkthroughs

Facilitator:

Meghan Starling

Participants:

ALL certified teachers

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

Weekly questions in Reading reflection journals about strategies

Person or Persons Responsible

Reading teacher

Target Dates or Schedule

daily

Evidence of Completion

entries in reading reflection journals

Plan to Monitor Effectiveness of G2.B1.S2

discussion of reading strategies throughout the instructional

Person or Persons Responsible

all classroom teachers

Target Dates or Schedule

daily

Evidence of Completion

classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Title I, Part A

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

Title I, Part C - Migrant

Migrant students enrolled in Pinewood Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

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

Title II

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

Title III

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

Title X - Homeless

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

Violence Prevention Programs

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

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.

G2. Increase comprehension skills of students across content areas.

G2.B1 Students lack strategies needed to comprehend complex texts.

G2.B1.S1 Teachers will Increase the amount of time spent teaching student vocabulary in content areas.

PD Opportunity 1

Use Marzano 6 step vocabulary strategies

Facilitator

Meghan Starling

Participants

Teachers

Target Dates or Schedule

daily

Evidence of Completion

Classroom walkthroughs and lesson plans student evaluations and ongoing assessments (FAIR, Accelerated Reader - Reading, Discovery - Math)

G2.B1.S2 Teach reading strategies across all content areas

PD Opportunity 1

Continuous focus on the strategies that good reader use

Facilitator

Meghan Starling

Participants

ALL certified teachers

Target Dates or Schedule

on going

Evidence of Completion

classroom walkthroughs

PD Opportunity 2

Continuous focus on the strategies that good reader use

Facilitator

Meghan Starling

Participants

ALL certified teachers

Target Dates or Schedule

on going

Evidence of Completion

classroom walkthroughs

Appendix 2: Budget to Support School Improvement Goals