



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Pine Villa Elementary School

21799 SW 117TH CT

Miami, FL 33170

305-258-5366

<http://pinevilla.dadeschools.net/>

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 99%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 99%

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## School Grades History

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<b>2013-14</b> B	<b>2012-13</b> F	<b>2011-12</b> D	<b>2010-11</b> C
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## SIP Authority and Template

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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

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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

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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

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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

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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

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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

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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
Monitoring Only	5	Gayle Sitter

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Pine Villa Elementary School

##### Principal

Vanessa De La Pena

##### School Advisory Council chair

Ana Olguin

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

Name	Title
Kim Wood	Assistant Principal
Dorothy Pinkston	Assistant Principal

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### 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

Principal -1, Alternate Principal – 1, UTD Steward – 1, Teachers – 3, Alternate Teacher – 1, Parents – 4, Alternate Parent - 1 Educational Support - 1, Alternate Educational Support – 1, Student – 1,, Alternate Student – 1, BCR - 2

#### Involvement of the SAC in the development of the SIP

The School Advisory Council involved all stakeholders in the development of the School Improvement Plan. This included topics relative to the core academic areas, parental involvement, attendance, budget, professional development training, instructional materials, student support services and ongoing monitoring of the school improvement plan were addressed. Additionally the School Advisory Council will provide the final approval of the School Improvement Plan at the next scheduled meeting.

#### Activities of the SAC for the upcoming school year

The School Advisory Council will facilitate the following activities for the upcoming year: scheduling/ conducting monthly meetings, reviewing all applicable student performance data, determining the students' needs and prioritizing them, recommending strategies to improve areas of need, decide how to

measure results, assist in the preparation and evaluation of the School Improvement Plan, meet all District/State timelines, and document data analysis and School Improvement Plan reviews in the School Advisory Council minutes.

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

The School Advisory Council plans to budget some of the funds for academic student incentives, classroom libraries and student rewards.

**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**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Vanessa De La Pena**

Principal

Years as Administrator: 3

Years at Current School: 1

**Credentials**

ELEM ED, READING, ESOL, ED LEADERSHIP

**Performance Record**

2013 – School Grade  
 Rdg. Proficiency, 25%  
 Math Proficiency, 39%  
 Rdg. Lrg. Gains, 64% points  
 Math Lrg. Gains, 43% points  
 Rdg. Imp. of Lowest 25% 72%  
 points  
 Math Imp. of Lowest 25% -  
 21% points  
 Rdg. AMO –50  
 Math AMO–53

<b>Kim Wood</b>		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
<b>Credentials</b>	ELEM ED, ESOL, ED LEADERSHIP	
<b>Performance Record</b>	2013 – School Grade Rdg. Proficiency, 25% Math Proficiency, 39% Rdg. Lrg. Gains, 64% points Math Lrg. Gains, 43% points Rdg. Imp. of Lowest 25% 72% points Math Imp. of Lowest 25% - 21% points Rdg. AMO –50 Math AMO–53	

<b>Dorothy Pinkston</b>		
Asst Principal	Years as Administrator: 8	Years at Current School: 2
<b>Credentials</b>	ELEM ED, ESOL, ED LEADERSHIP	
<b>Performance Record</b>	2013 – School Grade Rdg. Proficiency, 25% Math Proficiency, 39% Rdg. Lrg. Gains, 64% points Math Lrg. Gains, 43% points Rdg. Imp. of Lowest 25% 72% points Math Imp. of Lowest 25% - 21% points Rdg. AMO –50 Math AMO–53	

**Instructional Coaches**

**# of instructional coaches**  
4

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

**Instructional Coach Information:**



<b>Madelin Garcia</b>		
Full-time / School-based	Years as Coach: 7	Years at Current School: 2
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	ELEM ED, READING, ESOL, PRIMARY ED, ED LEADERSHIP	
<b>Performance Record</b>	2013 – School Grade Rdg. Proficiency, 25% Math Proficiency, 39% Rdg. Lrg. Gains, 64% points Math Lrg. Gains, 43% points Rdg. Imp. of Lowest 25% 72% points Math Imp. of Lowest 25% - 21% points Rdg. AMO –50 Math AMO–53	

<b>Caridad Boodramsingh</b>		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
<b>Areas</b>	Reading/Literacy, Mathematics	
<b>Credentials</b>	ELEM ED, READING, ESOL, ED LEADERSHIP	
<b>Performance Record</b>	2013 – School Grade Math Proficiency, 39% Math Lrg. Gains, 43% points Math Imp. of Lowest 25% - 21% points Math AMO–53	

<b>Tahirah Jackson</b>		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
<b>Areas</b>	Mathematics, Science	
<b>Credentials</b>	ELEM ED	
<b>Performance Record</b>	2013 – School Grade Rdg. Proficiency, 25% Math Proficiency, 39% Rdg. Lrg. Gains, 64% points Math Lrg. Gains, 43% points Rdg. Imp. of Lowest 25% 72% points Math Imp. of Lowest 25% - 21% points Rdg. AMO –50 Math AMO–53	

<b>Jessica Daniels</b>		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
<b>Areas</b>	[none selected]	
<b>Credentials</b>	ELEM ED, EXCEPTIONAL STUDENT EDUCATION, EARTH/SPA S	
<b>Performance Record</b>	2013 – School Grade Rdg. Proficiency, 25% Math Proficiency, 39% Rdg. Lrg. Gains, 64% points Math Lrg. Gains, 43% points Rdg. Imp. of Lowest 25% 72% points Math Imp. of Lowest 25% - 21% points Rdg. AMO –50 Math AMO–53	

**Classroom Teachers**

**# of classroom teachers**

22

**# receiving effective rating or higher**

22, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

16, 73%

**# ESOL endorsed**

17, 77%

**# reading endorsed**

5, 23%

**# with advanced degrees**

11, 50%

**# National Board Certified**

0, 0%

**# first-year teachers**

1, 5%

**# with 1-5 years of experience**

12, 55%

**# with 6-14 years of experience**

9, 41%

**# with 15 or more years of experience**

7, 32%

**Education Paraprofessionals****# of paraprofessionals**

2

**# Highly Qualified**

2, 100%

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

6

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

Through District hosted recruitment events and postings on the Human Resource website, we plan to recruit and retain highly qualified instructional personnel that will effectively prepare our students to be successful life-long learners. All newly recruited teachers will be mentored by a veteran classroom instructor. The school site will provide opportunities for ongoing job embedded professional learning communities that will promote collegial discourse and active participation in the implementation of the instructional best practices. The methodology of the Coaching Cycle will be utilized to ensure the development of our teachers.

**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**

Teachers with less than five years' experience are paired up with a mentor teacher within the same Grade Level or Department. Some of the mentoring activities include Common Planning Sessions, Side-by-Side Coaching, Classroom Walkthroughs and Note Taking/Note Making sessions.

## **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 Multi-Tiered Support System (MTSS)/Response to Intervention (RtI) Leadership Team examines issues and concerns through an ongoing, systematic examination of data with the goal of impacting student achievement, attendance, literacy and student social/emotional well being. The MTSS Leadership Team emphasizes the use of ongoing progress monitoring and focused interventions to target learning that meets the specific instructional needs of the students. The model provides an effective mechanism using data to identify student needs and promptly deliver student interventions as identified in the Response to Intervention Plan.

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

School Site Administrators: Vanessa De La Pena, Principal and Kim Wood, Assistant Principal Facilitates the establishment of the Multi-Tiered Support System/ RtI team; actively leads the data analysis process; creates a culture of data-based decision making and continuous improvement; provides and ensures program fidelity; plans school-wide professional development based on data analysis of staff; directs reading coach and teachers to collaborate with parents in building understanding, trust, and support.

Instructional Coaches: Reading, Math, Science: Madelin Garcia & Tahirah Jackson /Reading Coaches, Jessica Daniels/Science Coach and Caridad Boodramsingh/Science Coach

Coordinates the screening/progress monitoring of the students in the school; collaboratively analyzes data; supports teachers in implementing interventions prescribed for their students; assist in establishing small group instruction and interventions for identified students; assist in the whole school screening programs that provide early intervening services for children to be considered "at risk"; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring.

School Psychologists : Astrid Schutt-aine

Actively participates in the analysis of data at the school, grade, classroom, and student level; coordinates the collection of ongoing Progress Monitoring (OPM) data of at risk students; monitors the effectiveness of interventions using progress monitoring and ongoing progress monitoring data; coordinates the administration and analysis of diagnostic assessments.

General Education Teacher; Classroom Teachers

Conducts and collects data from students; examines on-going progress monitoring; analyzes data and uses the data for classroom planning; consults with the ST2 team members to discuss data and guide classroom instruction and interventions; provides appropriate interventions

Interventionists:

Conducts and collects Progress Monitoring and Ongoing Progress Monitoring data; makes recommendations to MTSS/RtI team regarding changing student needs based on Ongoing Progress Monitoring data; works with identified at-risk students to deliver small group interventions using Voyager

Passport Florida; Participates in skills building professional development; conducts progress monitoring and on-going progress monitoring.

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

The MTSS/Rtl team meets monthly to enhance data collection, analyze the universal screening data and link it to instruction, review the bi-weekly ongoing progress monitoring data by grade level and classroom level, problem solve, provide differentiated instruction assistance, share best practices, make decisions, and develop progress monitoring schedules. During monthly meetings, the MTSS/Rtl team monitors academic and behavior data evaluating progress as well as gathering and analyzing data to determine professional development for faculty as indicated by student intervention and achievement needs.

### **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**

Academic Achievement Data – Tier 1  
 2012 FCAT Scores  
 Edusoft Reports - District Assessments  
 2012 FCAT Writing Scores  
 STAR Reading  
 FAIR, AP1  
 Academic Achievement Data – Tier 2  
 PMRN Reports - Florida Assessment for Instruction in Reading (FAIR) AP 2 & 3  
 Successmaker Reports  
 Monthly Writing Assessment Scores  
 Progress Monitoring In House Assessments  
 Accelerated Reader Reports  
 Behavior Management Data Tier 1  
 Student Case Management Referral Report  
 End of Year 2012 Suspensions/Expulsion Report  
 Attendance Report  
 Behavior Management Data Tier2  
 Positive Behavior Support (PBS) Logs  
 Functional Assessment of Behavior/Behavior Intervention Plan Anecdotal/Charts

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

The MTSS Team, and its goals, will be supported through scheduled Teacher/Administrator Data Chats, Common Planning Sessions in each Subject Area, and through the implementation of the SST process with a focus on individual student data and its instructional implications. The process involves an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention

### **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:** Extended Day for All Students**Minutes added to school year:** 10,800

The extended day program is for all students in grades K-5. In order for the school to increase the amount and quality of learning time while maintaining an enriched and accelerated curriculum, the following will be implemented as extended learning opportunities:

1. Extended Day
2. After School Tutoring
3. Teacher Push-In Collaboration during Differentiated Instruction
4. Pull Out Tutoring

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Data in the areas of Behavior, Reading, Writing, Math, and Science is collected on a monthly basis. Data is reported to the school Principal by the Instructional Coaches. The data is disaggregated through Data Chats conducted by the School Principal.

**Who is responsible for monitoring implementation of this strategy?**

The Principal, Assistant Principal and the Instructional Coaches.

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

<b>Name</b>	<b>Title</b>
Ana Olguin	SPED Chair
Ana Cantens	Counselor
Madelin Garcia	Reading Coach
Tahirah Jackson	Reading Coach
Jessica Daniels	Science Coach
Caridad Boodramsingh	Math Coach
Vanessa De La Pena	Principal
Kim Wood	Assistant Principal

**How the school-based LLT functions**

The school-based Literacy Leadership Team will meet at least once a month. The principal will lead the literacy leadership team meetings by presenting current school data, addressing school reading needs, and inform the RtI team of the school literacy process. The Reading Coach collects and analyses progress monitoring and ongoing progress monitoring data and makes recommendations to the Literacy Leadership Team based on student data. The team will work with the school interventionists to identify at-risk students to deliver small group interventions using Voyager Passport Florida. The LLT will ensure that progress monitoring and on-going progress monitoring are implemented in order to track student progress.

## Major initiatives of the LLT

In order to create capacity of reading knowledge within the school building, teachers and students alike must be excited about literacy. The team will discuss the implementation of the following activities: conducting daily read out loud in all content area classes, conducting monthly mini-workshops during faculty meetings or on professional development days, forming study groups, researching strategies to address concerns, providing materials and resources to promote literacy, and providing incentives to promote reading programs. Additionally, in order to improve literacy in the school, a focus on vocabulary words will be targeted. Students will learn key vocabulary words that will be addressed school wide in order to enhance prior knowledge and ultimately assist students with comprehension. Students in third through fifth grade will participate in novel based instruction in order to increase literature awareness and build comprehension skills.

## Every Teacher Contributes to Reading Instruction

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

N/A

## Preschool Transition

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

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

Pine Villa Elementary School has one VPK classroom. To facilitate the transition from Pre-School to Kindergarten, Pine Villa Elementary provides helpful resources to introduce parents to the school and Kindergarten programs. These resources contain information pertaining to the Kindergarten program as well as ways to prepare children for Kindergarten. Reading and Math activities are part of the resources in order to prepare children for basic skills needed in Kindergarten. These resources are given to area Head Start Programs and Day Care Centers for distribution to parents of upcoming Kindergarten students. In addition, in order to facilitate the transition into Kindergarten, the Isaac Wither Head Start classes visit Pine Villa Elementary School two times during the school year. These visits consist of the students experiencing a day in Kindergarten. The incoming students interact with the teachers and students while learning the Kindergarten routine including lunch and lessons covering all areas of the curriculum. Once the students enter Kindergarten, they will be screened for Kindergarten readiness in Reading and Math. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic instruction includes daily explicit instruction, modeling, guided practice and independent practice of all academic skills provided by screening data. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and if changes need to be made to the instructional and/or intervention programs.

## 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**

N/A

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

N/A

**Strategies for improving student readiness for the public postsecondary level**

N/A



## 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	44%	25%	No	50%
American Indian		0%		
Asian		0%		
Black/African American	38%	25%	No	44%
Hispanic	63%	26%	No	66%
White		0%		
English language learners	74%	14%	No	77%
Students with disabilities	24%	9%	No	32%
Economically disadvantaged	44%	26%	No	50%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	21	16%	21%
Students scoring at or above Achievement Level 4	10	8%	10%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		64%	68%
Students in lowest 25% making learning gains (FCAT 2.0)		72%	75%

**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)	12	57%	61%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		18%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		10%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		0%

**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	17	36%	42%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 3: Mathematics****Elementary and Middle School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	39%	No	53%
American Indian		0%		
Asian		0%		
Black/African American	41%	41%	Yes	47%
Hispanic	66%	32%	No	69%
White		0%		
English language learners	58%	29%	No	63%
Students with disabilities	33%	17%	No	39%
Economically disadvantaged	48%	40%	No	53%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	35	27%	31%
Students scoring at or above Achievement Level 4	13	10%	12%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		43%	49%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		21%	29%

**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		<i>[data excluded for privacy reasons]</i>	18%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	12%

**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]		0%

**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	60	12%	11%
Students retained, pursuant to s. 1008.25, F.S.	26	7%	6%
Students who are not proficient in reading by third grade	46	85%	77%
Students who receive two or more behavior referrals	41	11%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	20	4%	3%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

PINE VILLA ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan for 2013- 2014  
I, Mrs. Vanessa De La Peña , do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

**Assurances**

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of

programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];

- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

Signature of Principal or Designee Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: The staff and administration of Pine Villa Elementary School believe that all students can learn; therefore, we accept the challenge to teach all students so they may attain their maximum educational potential. Pine Villa Elementary will actively involve parents, teachers, staff and the community to prepare students to be responsible and productive citizens. The Parent Involvement plan and mission statement will be reviewed annually by the School Advisory Council(EESAC) to make any necessary revisions for the following school year.

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Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: The School Advisory Council(EESAC)made up of parents, school staff and community members meets monthly during the school year. The EESAC also serves as a Title I Parent Involvements Committee. EESAC meetings are open and advertised to all parents through the school flyers and ConnectED phone messages sent to EESAC members. All school activities, improvement goals, and funding are reviewed during SAC meetings.

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Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count Program Coordination

- 1 Parent Academy Workshops District offices/Community Involvement Specialist
- 2 Volunteer Program Principal/School Volunteer Coordinator
- 3 District and Community Activities District/Principal/Teachers
- 4 VPK Program Title I/District
- 5 Nutrition Program District
- 6 After School Programs/Saturday Academy Administration, Coaches, Teachers

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Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide

or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count Activity/Tasks Person Responsible Timeline Evidence of Effectiveness

- 1 Flyer Invitation Principal Ongoing Copy of Flyer Invitation
- 2 ConnectED Messages Asst. Principal Ongoing Recorded Messages
- 3 School News Letter Principal Ongoing Copy of Newsletter
- 4 Parent Center Community Involvement Specialist Ongoing Parent Center
- 5 Parent Academy Principal/Asst. Principal Ongoing Copy of sign in sheets/Agenda
- 6 Open House Principal/Asst. Principal August 28th Sign in sheets

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#### Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Response: Meetings will be conducted during the school day, after school, and/evenings. Parents will be given notification of these meetings. The Principal, Asst. Principal, Guidance Counselor, Social Worker and/or Community Involvement Specialist will make home visits as needed.

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#### Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count Content and Type of Activity Person Responsible Anticipated Impact on Student Achievement  
Timeline Evidence of Effectiveness

- 1 Progress Monitoring Principal/Asst. Principal/Coaches/Teachers Learning Gains, Goals, Strategies On going Progress reports, Report Cards, PMP's, IEP's
- 2 Progress Reports, Report Cards, Assessment Results Principal/Asst. Principal/Coaches, Teachers Curriculum Expectationss/Learning Gains On going Data, Report Cards, Progress Reports
- 3 EESAC, Family Compact, PTA, Volunteer Program, Orientation, Annual meeting Principal, CIS, Volunteer Coordinator, Teachers Involvement/Participation On going Agendas, Sign in Sheets
- 4 Home-School Connection Principal, Asst. Principal, Counselor, Teachers Parenting/Communication On going Website, Flyers, Conference logs, Nesletters
- 5 RTI Staff Training RTI Leadership Team Intervention On going Positive Behavior Chart, goals and progress monitoring

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#### Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

count Content and Type of Activity Person Responsible Anticipated Impact on Student Achievement  
Timeline Evidence of Effectiveness

- 1 AR/STAR Training Coaches Reading at home On going Professional Dev. Sign in
- 2 School Improvement Plan Leadership Team Expectations On going Agenda/Signin
- 3 Differentiated Instruction Coaches/Administrators Remediation On going Student work folders, Assessments
- 4 Common Core Standards Coaches/Administrators Expectations On going Workfolders/Walkthroughs
- 5 Saxon Phonics Coaches/City Year/Teachers/Administrators Interventions On going Progress

## Monitoring

6 Lesson Study Coaches/Teachers/Administrators Best Practices On going Walkthroughs

7 SuccessMaker, Ticket to Read Coaches Expectations On going Reports

8 Rigor in the Classroom Coaches Expectations On going Walkthroughs

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## Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response: The Parent Resource Center is available for parents to check out resources to use at home and workshops are conducted in the Media Center by Title I District Office Staff. Flyers and Notices are sent home regarding these activities as well as ConnectED phone messages.

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## Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response: Timely information will be provided to the parents in the following ways: sent home with students, flyers, school marquee, newsletters, connectED messages, parent center.

During parent/teacher conferences academic progress with suggestions to help students at home and school will be shared. Parents can schedule teacher conferences as needed throughout the school year.

Reading and Math Curriculum is available for students and parents on line via FCAT Explorer, Riverdeep,etc. Student work folders are maintained within the classroom in individual folders.

Communication of school level test results with parents is done via phone, conference, newsletters, Open House. Information on what the school is doing to meet higher standards is also provided during parent meetings.

Conversations with parents regarding the school's strengths and weaknesses to make improvements are conducted during the School Advisory Council meetings.

Parents are invited to serve on the School Advisory Council(SAC) which also serves as the Title I Parent Committee. The SAC reviews and may make suggestions for changes to the School Improvement Plan.

Parents are also invited to join the Parent Teacher Association (PTA).

Climate surveys are conducted annually and parents may submit comments.

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## Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children).

Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: Parents complete the Home language Survey during the registration for school process. In the development of documents consideration is given to the literacy levels of the parents in the community. When parents are speakers of other languages, ESOL teachers and/or the World Languages Office, Title I office is contacted for interpreters or document translators.

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## Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to

implement:

count Activity Description of Implementation Strategy Person Responsible Anticipated Impact on Student Achievement Timeline

1 Maximizing parental involvement and participation in their children’s education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]; Various meeting times and home visits Principal, Counselor, Social Worker, CIS, Teachers SIP Goals/Academic progress Ongoing

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Increase student proficiency by implementing and monitoring the effective use of data driven instruction.
- G2.** To increase Writing instruction across the grade levels.
- G3.** Increase student comprehension through the use of reading and writing strategies.
- G4.** Increase student engagement through the use of higher order level strategies.
- G5.** To increase the opportunities for students to participate in STEM related experiences.
- G6.** Maintain students in satisfactory attendance through out the 2013-2014 school year and to identify the students at risk and provide early interventions for the students.

## Goals Detail

**G1.** Increase student proficiency by implementing and monitoring the effective use of data driven instruction.

### Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

### Resources Available to Support the Goal

- Administration, Instructional Coaches, District Curriculum Support Specialists, Interventionists, District Data Sources, the established school based Ongoing Progress Monitoring System, FAIR, Saxon Phonics, McGraw-Hill Wonder Works, Accelerated Reader, Reading Plus, Imagine Learning Houghton Mifflin GO Math Series, Reflex Math, Success Maker, FCAT Explorer, GIZMOS, Florida Focus Achieves, SRA Science Video Series, and AIMS.

### Targeted Barriers to Achieving the Goal

- Limited knowledge on how to use data to drive instruction in order to meet the needs of students.

## Plan to Monitor Progress Toward the Goal

Hold ongoing data chats to monitor and track student progress.

### Person or Persons Responsible

Administration, Instructional Coaches, Classroom Teachers, and District Support Specialists.

### Target Dates or Schedule:

10-22-13 and ongoing

### Evidence of Completion:

School Based and District Ongoing Progress Monitoring (OPM), District Data Results, Formative and Summative Assessments.

## G2. To increase Writing instruction across the grade levels.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- Classroom Teachers, Instructional Coaches, District Support Specialist, and the McGraw-Hill Wonders Reading Series.

### Targeted Barriers to Achieving the Goal

- Students lack the ability to elaborate support while remaining focused on the topic.

## Plan to Monitor Progress Toward the Goal

The progress of students scoring at or above proficiency in Writing.

### Person or Persons Responsible

Administration, Instructional Coaches, Classroom teachers and District Support Specialist

### Target Dates or Schedule:

10-22-13 and ongoing

### Evidence of Completion:

Formative and Summative Assessments

### G3. Increase student comprehension through the use of reading and writing strategies.

#### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

#### Resources Available to Support the Goal

- Administration, Instructional Coaches, Classroom Teachers, Interventionists, District Curriculum Support Specialists, McGraw-Hill Reading Wonders Series, SuccessMaker, Reading Plus, Accelerated Reader, FCAT Explorer, Imagine Learning, Reflex Math, iReady, Houghton Mifflin Harcourt Go Math Series, GIZMOS, Study Jams, Brainpop, Discovery Learning and Model Classrooms.

#### Targeted Barriers to Achieving the Goal

- Students need to be provided with multiple opportunities to increase foundational skills through the use of reading and writing strategies.

#### Plan to Monitor Progress Toward the Goal

Conduct weekly Leadership Team Meetings to review school wide data, coaching logs, classroom walkthrough discourse, and common planning sessions.

#### Person or Persons Responsible

School Based Instructional Leadership Team

#### Target Dates or Schedule:

Weekly

#### Evidence of Completion:

Meeting Agenda, Sign-in Sheets, Coaching Logs, Administrative Reflections and Data Tracker

#### **G4. Increase student engagement through the use of higher order level strategies.**

##### **Targets Supported**

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

##### **Resources Available to Support the Goal**

- Classroom Teachers, Instructional Coaches, District Curriculum Support Specialists, McGraw-Hill Wonders Reading Series, FCAT 2.0 Item Specifications and Common Core Standards.

##### **Targeted Barriers to Achieving the Goal**

- Limited background knowledge and experiences.

#### **Plan to Monitor Progress Toward the Goal**

Monitor the implementation of higher order level strategies that promotes student engagement.

##### **Person or Persons Responsible**

School Based Instructional Leadership Team

##### **Target Dates or Schedule:**

Weekly

##### **Evidence of Completion:**

Lesson Plans, Interactive Student Journals, Classroom Walkthrough debriefings, Coaching Log, Administrative Reflections and Assessment Data.

**G5. To increase the opportunities for students to participate in STEM related experiences.**

**Targets Supported**

- STEM
- STEM - All Levels
- Parental Involvement

**Resources Available to Support the Goal**

- Lab materials, inquiry based labs, classroom teacher, instructional coach, sponsors, funds for field trips and competitions

**Targeted Barriers to Achieving the Goal**

- A low level of student participation in STEM activities.

**Plan to Monitor Progress Toward the Goal**

Disaggregation of data on assessments

**Person or Persons Responsible**

Administration and Instructional Coach

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Formative Assessments: District Interim Assessments, School Based Monthly Assessments Summative Assessment: 2014 FCAT 2.0

**G6. Maintain students in satisfactory attendance through out the 2013-2014 school year and to identify the students at risk and provide early interventions for the students.**

**Targets Supported**

- Parental Involvement
- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- Registrar, Community Involvement Specialist, Classroom teacher, and Parents

**Targeted Barriers to Achieving the Goal**

- After careful analysis Early Warnings, such as attendance. Our school's goal is to increase students' attendance by decreasing the number of students who missed 10% or more of available instructional time from 12% to 11%. Specifically, we will decrease the number of students being retained due to a lack of proficiency levels in Reading and/or Math.
- After careful analysis Early Warnings, such as the students receiving behavior referrals, our school's goal is to increase students' attendance by decreasing the number of students who receive 2 or more behavior referrals from 41% to 10%.

## Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, the Administrative team will review students' attendance reports to monitor progress and to adjust the action steps as needed.

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule:**

ongoing

### **Evidence of Completion:**

Formative Assessments: Quarterly Attendance & Suspension Report, District Interim Assessment, School Based Monthly Assessments Summative: 2014 FCAT 2.0

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase student proficiency by implementing and monitoring the effective use of data driven instruction.

**G1.B1** Limited knowledge on how to use data to drive instruction in order to meet the needs of students.

**G1.B1.S1** Provide students with necessary interventions and enrichment as reflected by ongoing progress monitoring of data

#### **Action Step 1**

Provide students with enrichment opportunities to extend their learning by incorporating open-ended, moderate to high complexity tasks with multiple solutions where students explain their thinking while working with the concepts.

#### **Person or Persons Responsible**

Classroom Teachers, Instructional Coaches, District Support Specialists

#### **Target Dates or Schedule**

10-22-13 to ongoing

#### **Evidence of Completion**

Lesson plans, collaborative preparation, interactive journals, observable and or informal assessment data.

#### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Track and monitor student progress through the use of an established Ongoing Progress Monitoring System.

#### **Person or Persons Responsible**

Administration, Classroom Teachers, Instructional Coaches, District Support Specialist

#### **Target Dates or Schedule**

10-22-13 and ongoing

#### **Evidence of Completion**

Lesson plans, collaborative preparation, classroom walkthroughs, interactive journals, observable and or formal assessment data and assessment data.

## Plan to Monitor Effectiveness of G1.B1.S1

Maintain fluidity in the grouping of students, and remove or add students as needed according to ongoing data.

### Person or Persons Responsible

Classroom teachers, Instructional Coaches, District Support Specialists

### Target Dates or Schedule

10-22-13 and ongoing

### Evidence of Completion

Lesson plans, collaborative preparation, classroom walkthroughs and assessment data

## G2. To increase Writing instruction across the grade levels.

### G2.B1 Students lack the ability to elaborate support while remaining focused on the topic.

#### G2.B1.S1 Plan for and deliver Writing lessons that follow an instructional routine.

### Action Step 1

Work collaboratively during planning to develop lessons that follow the Writing at a Glance and the Instructional framework.

### Person or Persons Responsible

Instructional Coach, District Support Specialist

### Target Dates or Schedule

9-23-13 and ongoing

### Evidence of Completion

Planning agendas, planning sign-in sheets and lesson plans

### Facilitator:

Instructional Coach

### Participants:

Writing Instructional Personnel



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

Conduct coaching cycle and model the implementation of the gradual release model within the writing instructional block.

#### **Person or Persons Responsible**

Administration, Instructional Coach and District Support Specialist

#### **Target Dates or Schedule**

9-23-13 and ongoing

#### **Evidence of Completion**

Coaching calendar, coaching log, debriefing notes

### **Plan to Monitor Effectiveness of G2.B1.S1**

Implement and monitor instructional routines ensuring that they are in place during writing instruction that set the purpose of instruction, follows the model of explicit instruction demonstrating gradual release and closure of the lesson.

#### **Person or Persons Responsible**

Administration, Instructional Coach, and District Support Specialists

#### **Target Dates or Schedule**

10-22-13 and ongoing

#### **Evidence of Completion**

Walkthrough documentation, Administrative feedback and reflection on coaching logs, District feedback and reflections on support documentation.

**G3.** Increase student comprehension through the use of reading and writing strategies.

**G3.B1** Students need to be provided with multiple opportunities to increase foundational skills through the use of reading and writing strategies.

**G3.B1.S1** Utilize Reading Comprehension and Writing Strategies across all content areas.

**Action Step 1**

Implement close reading of text with text dependent questions to increase understanding through an in-depth analysis of complex text.

**Person or Persons Responsible**

Instructional Coaches District Curriculum Support

**Target Dates or Schedule**

10/11/13 - Ongoing

**Evidence of Completion**

o Planning Agendas o Planning sign-in sheets o Lesson Plans created during planning

**Facilitator:**

Instructional Coach

**Participants:**

Classroom Teachers

**Action Step 2**

Include the use of structured (pre-printed) graphic organizers (i.e. flip charts, Venn diagrams, foldables, webs, t-charts, etc) to help students respond to text through the use of interactive journals.

**Person or Persons Responsible**

Instructional Coaches District Curriculum Support

**Target Dates or Schedule**

10/11/13-Ongoing

**Evidence of Completion**

o Lesson Plans o Student Interactive Journals

### **Action Step 3**

Provide students with multiple opportunities to respond to literature in their interactive journals

#### **Person or Persons Responsible**

Instructional Coaches, District Support Specialist

#### **Target Dates or Schedule**

10-18-13 and ongoing

#### **Evidence of Completion**

Lesson Plans and Student Interactive Journals

### **Action Step 4**

Implement and monitor the uses of descriptive and corrective feedback on student work in order to provide opportunities for the student to make adjustments and improvements towards mastery of a specific standard.

#### **Person or Persons Responsible**

Instructional Coaches Administration District Instructional Supervisor District Curriculum Support

#### **Target Dates or Schedule**

10/18/13-Ongoing

#### **Evidence of Completion**

o Walkthrough documentation o Administrative feedback and reflection on coaching logs o District feedback and reflection on support documentation o Student Interactive Journals

### **Action Step 5**

Conduct coaching cycles to model effective instructional strategies during bell to bell instruction based on teacher need.

#### **Person or Persons Responsible**

Instructional Coaches

#### **Target Dates or Schedule**

10/18/13-Ongoing

#### **Evidence of Completion**

o Coaching calendar o Coaching log o Debriefing notes

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

Monitor the use of Reading and Writing strategies across all content areas.

#### **Person or Persons Responsible**

Administration, Instructional Coaches and District Support Staff

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Interactive Journals, Student Work Samples, Lesson Plans, Coaching Logs, Common Planning Agendas and Sign in sheets and Classroom Walkthroughs.

### **Plan to Monitor Effectiveness of G3.B1.S1**

Monitor the effectiveness of Reading and Writing strategies across the content areas.

#### **Person or Persons Responsible**

Administration, Instructional Coaches and District Support Staff

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

School-based ongoing progress monitoring assessments, Interactive Journals, Student Work Folders, Classroom Walkthroughs and District Interim Assessments.

**G4. Increase student engagement through the use of higher order level strategies.**

**G4.B1 Limited background knowledge and experiences.**

**G4.B1.S1 Incorporate a variety of Higher Order Thinking Strategies into lesson delivery.**

**Action Step 1**

Teachers use questioning techniques such as probing, wait-time and re-directing, ensuring that a random selection of students are called upon.

**Person or Persons Responsible**

Administration, Instructional Coaches, and Classroom Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Common Planning, Classroom Walkthroughs, Interactive Journals and Assessment Data

**Facilitator:**

Instructional Coach

**Participants:**

Classroom Teachers

**Action Step 2**

Teachers provide explicit feedback and require student accountable talk to justify correct answers and explain incorrect answers.

**Person or Persons Responsible**

Administration, Classroom Teachers, Instructional Coaches and District Support Staff

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student Interactive Journals, Lesson Plans, Classroom Walkthroughs, and Assessment Data.

**Facilitator:**

Instructional Coach

**Participants:**

Classroom Teachers

### **Action Step 3**

Provide opportunities for student discourse through accountable talk and explicit feedback to ensure students communicate precisely to others, use clear definitions in discussion, and construct viable arguments to defend their reasoning.

#### **Person or Persons Responsible**

Administration, Instructional Coaches, Classroom Teachers and District Support Staff

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Student Interactive Journals, Lesson Plans, Classroom Walkthroughs, and Assessment Data.

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

Monitor fidelity of implementation of Higher Order Thinking Strategies into lesson delivery.

#### **Person or Persons Responsible**

Administration, Instructional Coaches and District Support Staff

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Classroom Observations/Walkthroughs, Lesson Plans, Student Work and Monthly Writing Prompts

### **Plan to Monitor Effectiveness of G4.B1.S1**

Monitor the effectiveness of Higher Order Thinking Strategies into lesson delivery.

#### **Person or Persons Responsible**

Administration, Instructional Coaches and District Support Staff

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Lesson Plans, classroom walkthroughs, interactive journals and assessment data.

**G4.B1.S2** Plan for and deliver lessons that follow an instructional routine.

**Action Step 1**

Monitor instructional routines ensuring that the purpose for instruction is set and to model explicit instruction that demonstrates the utilization of the gradual release.

**Person or Persons Responsible**

Principal, Assistant Principal and ETO Instructional Supervisor

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Reflections on Coaching Calendar and Logs, Teacher Lesson Plans, Student Journals, Classroom Walkthroughs Documentation, Administrative Feedback,

**Action Step 2**

Conduct coach cycles and model the implementation of the gradual release model within the writing instructional block.

**Person or Persons Responsible**

Literacy Coach, ETO Writing CSS

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Coaching Logs and Calendars, Debriefing Notes

**Action Step 3**

Work collaboratively during planning to develop lessons that are aligned to the Writing at a Glance and the Instructional Framework.

**Person or Persons Responsible**

Literacy Coach, ETO Writing CSS, Writing Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Planning Schedules, Planning Agendas, Sign-in -Sheets, Lesson Plans

### **Plan to Monitor Fidelity of Implementation of G4.B1.S2**

Monitor and attend planning sessions to ensure the implementation of writing strategies are included in lesson plans.

#### **Person or Persons Responsible**

Principal, Assistant Principal and ETO Instructional Supervisor

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Classroom Walkthroughs Documentation, Administrative Feedback, Reflections on Coaching Logs, ETO Feedback and Reflections on Support Documents

### **Plan to Monitor Effectiveness of G4.B1.S2**

Monitor the effectiveness of planning through classroom walkthroughs, lesson plans, and delivery of writing instruction.

#### **Person or Persons Responsible**

Principal, Assistant Principal and ETO Instructional Supervisor

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Classroom Walkthroughs Documentation, Administrative Feedback, Reflections on Coaching Logs, ETO Feedback and Reflections on Support Documents



**G5.** To increase the opportunities for students to participate in STEM related experiences.

**G5.B1** A low level of student participation in STEM activities.

**G5.B1.S1** Increase the amount of competitions, experiences and activities in the area of STEM.

**Action Step 1**

STEM activities will be provided and professional development will be provided to the teachers.

**Person or Persons Responsible**

Classroom Teachers and Instructional Coach

**Target Dates or Schedule**

quarterly

**Evidence of Completion**

after school Science club and the annual Science Fair competition

**Facilitator:**

Instructional Science Coach

**Participants:**

Science Teacher and Instructional Coach

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

Monitoring of the opportunities provided and utilizing the FCIM model make adjustments as needed.

**Person or Persons Responsible**

Science Instructional Coach and Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Stem Calendar of Events

## Plan to Monitor Effectiveness of G5.B1.S1

Observation of activities and assessment data.

### Person or Persons Responsible

Instructional Science Coach

### Target Dates or Schedule

quarterly

### Evidence of Completion

Formative Assessments: District Interim Assessments, School Based Monthly Assessments  
Summative: 2014 FCAT 2.0

**G6.** Maintain students in satisfactory attendance through out the 2013-2014 school year and to identify the students at risk and provide early interventions for the students.

**G6.B1** After careful analysis Early Warnings, such as attendance. Our school's goal is to increase students' attendance by decreasing the number of students who missed 10% or more of available instructional time from 12% to 11%. Specifically, we will decrease the number of students being retained due to a lack of proficiency levels in Reading and/or Math.

**G6.B1.S1** -Students who are identified as exhibit a pattern of truancy will be referred to the school's MTSS/Rtl Team. -The MTSS/Rtl Team will meet with teachers on a monthly basis to monitor attendance, academic progress, and behavioral patterns. Adjustments to student interventions will be made at such time. -Parent Conferences will be held by the school Administrator for all students in danger of being retained.

### Action Step 1

Attendance will be tracked and excessive absence form will be submitted to the school counselor by the attendance Clerk.

### Person or Persons Responsible

School Counselor and Attendance Clerk

### Target Dates or Schedule

Daily

### Evidence of Completion

daily attendance report

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

Attendance will be monitored along with the excessive absence forms.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Daily

#### Evidence of Completion

attendance bulletin and grade book attendance

### Plan to Monitor Effectiveness of G6.B1.S1

Checks the attendance for the percent of students present in school and for excessive absences.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Daily

#### Evidence of Completion

97% or higher on attendance bulletin and excessive absences forms from the attendance clerk.

**G6.B2** After careful analysis Early Warnings, such as the students receiving behavior referrals, our school's goal is to increase students' attendance by decreasing the number of students who receive 2 or more behavior referrals from 41% to 10%.

**G6.B2.S1** To utilize our Positive Behavior System to decrease the number of students that are receiving referrals

#### Action Step 1

Implementation of our Positive Behavior System.

#### Person or Persons Responsible

PBS Coach

#### Target Dates or Schedule

ongong

#### Evidence of Completion

LEAPS, Clip Chart

### Plan to Monitor Fidelity of Implementation of G6.B2.S1

Monitoring of the points that students earn for positive behavior as stated by our Positive Behavior System

**Person or Persons Responsible**

The Administration, PBS Coach and the Classroom Teachers

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

LEAPS, Clip Chart and in house tracking system

### Plan to Monitor Effectiveness of G6.B2.S1

The number of referrals written.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Student suspension report

## 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

Services are provided to ensure students requiring additional remediation. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify 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;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. Rti schools are provided with the support from a Professional Development Curriculum Support Specialist which is funded from Title I, part A funds.

#### Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

#### Title I, Part D

N/A

#### Title II

N/A

#### Title III

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
  - training for add-on endorsement programs, such as Reading, Gifted, ESOL
  - training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study
- Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement an after school tutorial program. Title III funds are also used to purchase supplemental materials.

#### Title VI, Part B – N/A

#### Title X- Homeless

- Miami-Dade County Public Schools’ School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is

provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.

- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

The school offers non-violence and anti-drug programs to students such as Youth Crime Watch, DARE, Anti-Bullying Program, and a Character Building Program that incorporate community service and counseling.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness.

Housing Programs - N/A

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Pine Villa Elementary School houses Head Start at the Issac A. Withers Center. Joint activities, including professional development and transition processes are shared.

Adult Education

N/A

## 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. To increase Writing instruction across the grade levels.

#### G2.B1 Students lack the ability to elaborate support while remaining focused on the topic.

##### G2.B1.S1 Plan for and deliver Writing lessons that follow an instructional routine.

#### PD Opportunity 1

Work collaboratively during planning to develop lessons that follow the Writing at a Glance and the Instructional framework.

#### Facilitator

Instructional Coach

#### Participants

Writing Instructional Personnel

#### Target Dates or Schedule

9-23-13 and ongoing

#### Evidence of Completion

Planning agendas, planning sign-in sheets and lesson plans

**G3. Increase student comprehension through the use of reading and writing strategies.**

**G3.B1** Students need to be provided with multiple opportunities to increase foundational skills through the use of reading and writing strategies.

**G3.B1.S1** Utilize Reading Comprehension and Writing Strategies across all content areas.

**PD Opportunity 1**

Implement close reading of text with text dependent questions to increase understanding through an in-depth analysis of complex text.

**Facilitator**

Instructional Coach

**Participants**

Classroom Teachers

**Target Dates or Schedule**

10/11/13 - Ongoing

**Evidence of Completion**

o Planning Agendas o Planning sign-in sheets o Lesson Plans created during planning

**G4. Increase student engagement through the use of higher order level strategies.**

**G4.B1** Limited background knowledge and experiences.

**G4.B1.S1** Incorporate a variety of Higher Order Thinking Strategies into lesson delivery.

**PD Opportunity 1**

Teachers use questioning techniques such as probing, wait-time and re-directing, ensuring that a random selection of students are called upon.

**Facilitator**

Instructional Coach

**Participants**

Classroom Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Common Planning, Classroom Walkthroughs, Interactive Journals and Assessment Data



## PD Opportunity 2

Teachers provide explicit feedback and require student accountable talk to justify correct answers and explain incorrect answers.

### Facilitator

Instructional Coach

### Participants

Classroom Teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

Student Interactive Journals, Lesson Plans, Classroom Walkthroughs, and Assessment Data.

**G5.** To increase the opportunities for students to participate in STEM related experiences.

**G5.B1** A low level of student participation in STEM activities.

**G5.B1.S1** Increase the amount of competitions, experiences and activities in the area of STEM.

## PD Opportunity 1

STEM activities will be provided and professional development will be provided to the teachers.

### Facilitator

Instructional Science Coach

### Participants

Science Teacher and Instructional Coach

### Target Dates or Schedule

quarterly

### Evidence of Completion

after school Science club and the annual Science Fair competition