

Pinewood Elementary



2014-15 School Improvement Plan

Pinewood Elementary

3005 N APOPKA VINELAND RD, Orlando, FL 32818

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
100%

Alternative/ESE Center
No

Charter School
No

Minority
97%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	D	C	B

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers facilitate monthly class meetings to discuss current issues which relate to the students in the classroom. Topics of discussions will include bullying, diversity and goal setting.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Pinewood Elementary has created an environment for students to feel safe and respected in a number of different ways. Every morning teachers and safety patrols are stationed in various areas around our campus to ensure the safety of all students. We also encourage our students to make positive choices throughout the school day giving our students Positive Behavior Support (PBS) PRIDE tokens for following school-wide rules and procedures. PRIDE tokens are given to our teachers on a weekly basis to distribute to students who display positive behavior throughout the campus daily. Two students' names are drawn from each class on a weekly basis for the opportunity to shop at our PBS store. PRIDE chains are used in our fine arts departments to help encourage follow-through with positive behavior. In the cafeteria, our students are given the opportunity to earn PRIDE points based on exemplary behavior when their class enters the cafeteria, displays appropriate table manners (tone/volume) and exit the cafeteria in an orderly fashion. Once the classes have earned the 100 points goal for each nine weeks, they are awarded an ice cream party. We have also implemented character trait of the month. The trait is introduced on the morning announcements and reiterated daily. The classroom teacher will select a class representative who has shown this character trait throughout the month and the student's photograph will be displayed in our media center.

Our 5th grade students are offered lessons in drug resistance, the effects of drugs, and bullying prevention through the Orange County Sheriff's Department Magic program. This program meets on a weekly basis and students are rewarded with a ceremony upon completion.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

We have implemented the Positive Behavior Support (PBS) token system to reward students for appropriate behaviors throughout the campus daily. Teachers are trained during pre-planning on the school wide discipline program. Tracking forms are used as a mechanism for teachers to communicate disciplinary incidents to parents in regards to their child's engagement during instructional time. Each teacher is required to have a classroom behavior management system in

place that encourages students to remain focused and engaged during instructional time. The Code of Conduct is reviewed quarterly with students, teachers, and staff to ensure clear behavioral expectations are established.

Discipline data is monitored by the assistant principal and behavioral specialist. This data is discussed at weekly leadership team meetings and bi-weekly data meetings with teachers.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Small group lessons are provided by the guidance counselor and behavior specialist according to individual students' needs and teacher referrals.

Students are referred to an approved behavioral intervention program based upon teacher referrals and students' needs. Some counselors conduct weekly visits with students during the school day to address the social-emotional needs of the students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The early warning system is used to track students that exhibit potential warning signs of low academic performance. This information is discussed at biweekly data and MTSS meetings. The early warning system tracks students who exhibit one or more of the following early warning indicators:

- * Attendance below 90 percent
- * One or more suspensions
- * Course failure in ELA or Math
- * Level 1 on statewide assessments in grades 3-5

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	17	10	9	7	3	14	60
One or more suspensions	5	0	5	11	8	9	38
Course failure in ELA or Math	0	0	20	16	16	11	63
Level 1 on statewide assessment	0	0	0	29	25	48	102

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	K	2	3	4	5	
Students exhibiting two or more indicators	2	2	14	12	15	45

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students scoring below grade level and students with course failures in ELA will receive additional intervention during the school day using the Voyager Passport, Lexia or Reading Plus programs. We are continuing our after school tutoring program for all students who scored in the lowest 35% and scored a Level 1 or 2 on the FCAT math in grades 3-5, twice a week. This year our school day has been extended to facilitate an additional hour of reading instruction.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

The PTA's goal is to foster a nurturing and caring environment that strives for continued parent involvement in helping build a better educational environment for our children. Pinewood PTA's goal this year along with SAC is to promote a school community where teachers and administrators can do their best work with the resources we can provide and help make school fun. Through membership dues and fundraising efforts, the PTA will be able to implement various educational and family oriented programs for the staff, students and parents.

For the PTA to be effective and truly representative of the school, it is essential to have parental involvement from as many parents as possible. Many working parents feel that they cannot be included in the PTA because they cannot come to every meeting or be on campus during the day. When parents volunteer they get the opportunity to enjoy interacting with the kids, become friends with other parents, and accomplish things that truly make a difference.

The Pinewood PTA is striving for 100% participation from our Pinewood families, faculty, and staff. Every child needs to be represented at Pinewood. This means every parent and teacher needs to become a member and be involved. PTA meetings are held the second Tuesday of the month at 6:00 PM in the media center.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school utilizes the Partners in Education program to build and sustain partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement. Businesses that participate in this program share resources, both in people and materials to support student achievement and provided needed materials and supplies for students.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Goshe, Kandace	Principal
Strang, Christine	Assistant Principal
Jones, Janice	Instructional Coach
Williams, Dana	Instructional Coach
Sabella, Michele	Guidance Counselor
Jones, Janese	Instructional Coach
Flowers, Shoiney	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal: Assist teachers with data-based decision making skills to ensure school based data is being utilized to make instructional decisions. Observe and provide feedback on delivery of instruction.

Select General Education Teacher (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction, and collaborate with other staff to implement Tiers 2 and 3 intervention.

Varying Exceptionality (ESE) Teacher: Participate in student data collection, integrate core instructional activities and materials into instruction with struggling students, and collaborate with general education teachers through activities.

Instructional Coach(es) Reading/ Math/ Science/ Academic:

Develop, lead, and evaluate school core content standards and programs. Identify and analyze existing literature on the topics of curriculum, behavior assessment, and intervention approaches.

Identify systematic patterns of student needs while working with district personnel to identify appropriate evidence-based intervention strategies. Coordinate whole school screening programs that provide early intervening services for children to be considered struggling learners, 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 implementation of monitoring. Each resource teacher will support the technology area in their core academic area.

Reading Coach: Provides guidance on K-12 reading plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning, including technology integration to support and implement intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data. Facilitate development of intervention plans and provide support for intervention and documentation.

Technology Specialist: Develops technology necessary to manage and display data, provides professional development and technical support to teachers.

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

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing intervention, school social worker will link child-serving and community agencies to the school and our families to support the child's academic, emotional, behavioral, and social success.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS leadership team will have focus meetings to monitor this question: How will we maintain and implement a problem-solving environment to promote an exceptional school with exemplary teachers and students?

The leadership team will meet once a week on Wednesdays to address the following topics: Review data and link to instructional decisions, review progress monitoring data at the grade level and classroom level to identify students at moderate risk or high risk for not meeting benchmarks. Core instruction will be monitored through classroom walkthroughs, informal observation, formal observations, and data analysis. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus while making decisions about implementation. Summer Reading Camp is available for grade 3 students who scored Level 1 on FCAT and K-2nd grade students who scored in the lowest 30% based on ITBS results.

Title I, Part C- Migrant - NA

Title I, Part D - NA

Title II

Pinewood Elementary will use funds to hire substitutes for classroom teachers to participate in training and development on Common Core State Standards and Thinking Maps.

Title III

These funds will be used to provide afterschool tutoring for our ELL students in grades 3-5.

Title X- Homeless

Pinewood participates in the McKinney-Vento Program. The McKinney-Vento Program assists families in need with school supplies, shelter, transportation, and other school/home related necessities.

Supplemental Academic Instruction (SAI) - NA

Violence Prevention Programs-NA

Nutrition Programs

Pinewood participates in the Universal Breakfast program and 100% of the student population receives free breakfast and lunch daily.

Housing Programs - NA

Head Start - NA

Adult Education - NA

Career and Technical Education - NA

Job Training - NA

Other - NA

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Kandace Goshe'	Principal
Kalisha Senatus	Parent
Tania Escalante	Teacher
Kathleen Wright	Teacher
Jean Phillips	Business/Community
Alicia Lewis	Parent
Tracy Pierre	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Monthly, the SAC reviews data to monitor progress towards school improvement goals.

Development of this school improvement plan

SAC analyzes the needs assessment and FCAT data to determine the school climate and set school-wide goals.

Preparation of the school's annual budget and plan

The SAC reviews the school's annual budget and makes recommendations to ensure that school funds and other resources are used for the highest priorities in the school's improvement plan.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Goshe, Kandace	Principal
Strang, Christine	Assistant Principal
Jones, Janice	Instructional Coach
Williams, Dana	Instructional Coach
Flowers, Shoiney	Instructional Coach
Jones, Janese	Instructional Coach
Sabella, Michele	Guidance Counselor
Teran, Amanda	Instructional Coach
Walshe, Kellee	Teacher, K-12
Brady, Siobahn	Teacher, PreK
Friederichs, Patricia	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT will be to promote reading success by ensuring teachers are providing quality instruction aligned to the standards. This success will ensure all students are able to read by

age 9. We will meet regularly to discuss as well as analyze assessment data to establish needs that promote student achievement. In addition to regular meetings, the team will revisit and reevaluate curriculum to ensure effectiveness across all grade levels.

Designated members will meet with grade level teams to share best practices and plans for the school year. The literacy team will choose professional development that is aligned with the needs of the instructional staff.

The literacy team will meet once a month to discuss data and refine instruction based on observation and academic data.

Janice Jones, Reading Coach, pull small groups of students who are in the lowest 30% to promote student gains in grades 3 - 5. She will also monitor the movement and assessment of students in reading intervention groups in all grade levels. She is responsible for managing all reading intervention materials.

Patty Friederichs, Media Specialist, promotes ongoing reading and literacy at home using the Sunshine State Standards (SSS) reading books. The media center personnel will allow the students to

check out a SSS books with the student's signed permission form. Student will sign a commitment to complete the SSS book once checked out. This will promote sustained growth while promoting perseverance among young readers. Each student that completes a SSS book to achieve a new level and will be recognized and presented with a certificate on the morning news. Each student who has completed 80% of the required SSS reading materials for their grade level will be allowed to participate in the end of the year field trip to Barnes and Nobles where students are allowed to purchase additional SSS books for summer reading. Mrs. Friederichs will infuse the Book It program with Accelerated Reader (AR) to increase student interest in the area of independent reading. Their main goal will be to get the students excited about reading and to sustain a rigorous program through AR incentives and rewards. Media personnel will pull weekly class summary reports, bi-weekly reading logs, and monthly comparison reports. The comparison reports will show the increase or decrease in the percentage of books and words read from month to month. Mrs. Friederichs will oversee the competition of grades K-5 with daily updates on the Pinewood Explorers News Broadcast.

Grade level team leaders are also members of the literacy leadership team and will monitor Book It for

their grade level while encouraging teachers to utilize the program to promote reading through rewards and incentives.

Dana Williams, academic coach, facilitate lesson study sessions with 3rd and 4th grade teachers and conduct monthly professional development trainings.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Collaborative planning takes place once a week on each grade level. Instructional coaches and administration are assigned to specific grade level to facilitate planning and provide support as needed.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

* Conduct new teacher orientation with principal to discuss expectations for the school year. The person responsible for this strategy is Kandace Goshe'.

* Assign new teachers a mentor teacher by instructional coach. The person for this strategy is Shoiney Oliver-Flowers.

* Provide support for instructional improvement in all areas of curriculum. The people responsible for this

strategy are Janese Jones, Janice Jones, Dana Williams and Shoiney Oliver-Flowers.

* Conduct Professional Learning Communities. The people responsible for this strategy are PLC facilitators.

* Conduct data meetings to determine instructional decisions. The people responsible for this strategy are Kandace Goshe', Christine Strang, Janice Jones, Janese Jones, Dana Williams, and Shoiney Oliver-Flowers.

* Provide curriculum support for technology integration. The people responsible are Janice Jones, Shoiney Oliver-Flowers, Dionne Lewis, and the technology liaison.

* Release teachers to observe effective teaching by model teachers to improve their pedagogy. The people responsible for this strategy are Janese Jones, Janice Jones, Dana Williams and Shoiney Oliver-Flowers.

* Identify instructional teams of the month. Kandace Goshe' and Christine Strang are responsible for this strategy.

* Work with staffing manager to identify highly qualified candidates. The people responsible for this strategy are Kandace Goshe' and Christine Strang.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Instructional coach paired individuals by looking at effectiveness of the mentor in regards to student achievement, ability to work with co-workers, and willingness to share ideas. Mentoring activities include meeting bi-weekly with mentee to discuss research based strategies, observing experienced teachers implementing strategies, creating and reviewing lesson plans, assisting in determining training opportunities for best practices, tracking beginning teacher portfolio completion.

Pairings Include:

Mentor/Mentee(s)

Margaret Yates (K)/Nisha Malahoo (K) and Tamitri Anderson- PEC

Patricia Ventura (K)/Yalonda Gifford Joseph – PEC (K)

Lanell Tate (1)/Rhonda Johnson (1)

Lisa Bostick/Elmyra Gillyard – PEC (2)

Siobahn Brady (4)/Bradley Hinton (4)

Dionne Lewis (Computers)/Marli Varnadoe (Music) and Patricia Friederichs – PEC

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school ensures its core instructional programs and materials are aligned to Florida's standards through grade level team planning. The teams work collaboratively to analyze and deconstruct standards as they plan quality lessons that are aligned to the standards. The teams use backwards planning to design their lessons. They begin by deconstructing the standards, then analyzing assessments and creating common assessments that will be used to assess students' knowledge of the standards. They use the core instructional program and other materials to plan how they will teach the standards. During this process they use the Marzano Framework map to ensure proven teaching strategies are used effectively during the lessons.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data from benchmark assessments, common assessments, and computerized programs such as Voyager Passport, Lexia, Reading Plus and Istation are analyzed and utilized to differentiate instruction for remediation, small groups and intervention.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Students will attend one hour sessions of direct instruction from a highly qualified instructor five days a week. During the additional hour of reading instruction, students will receive standards based instruction and work on computer based reading programs: Lexia, Reading Plus and Istation.

Strategy Rationale

The extra hour is used to provide additional support for students who are struggling with specific skills. The time is also effectively used to implement enrichment activities above grade level.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Jones, Janice, janice.jones2@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data collected and analyzed on a bi-weekly basis to monitor progress of the students through the use of program reports, Benchmark assessments, unit assessments, weekly lesson assessment, and FSA scores will be used to measure effectiveness of the strategy.

Strategy: After School Program

Minutes added to school year: 4,320

We are continuing our after school tutoring program for all students who scored in the lowest 35% and scored a Level 1 or 2 on the FCAT in grades 3-5. These students will attend one hour sessions of direct instruction from a highly qualified instructor twice a week. Tutors will meet with the student's regular classroom teacher to incorporate and enrich instruction taught during the regular school day.

Strategy Rationale

Additional hours are used to provide support for students who are struggling with specific skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Williams, Dana, dana.williams@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data collected and analyzed on a weekly basis is used to progress monitor student achievement. Benchmark assessments, common assessments, unit assessments, weekly lesson assessments and FSA scores are used to determine the effectiveness of the strategy.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Pinewood Elementary has one regular-education Pre-K unit and one Pre-K Autistic unit (ASD). The Florida Kindergarten Readiness test (FLKRS) is administered to all kindergarten students. All incoming kindergarten students are assessed prior to or upon entering kindergarten in order to gain individual and group needs and to assist in the development of their instructional/intervention programs. All students are assessed within the areas of basic skills and school readiness. The phonemic awareness and early reading tutor will be used to further develop their educational growth. All 5th grade students who meet the required score on the state exam will transition to middle school. Pinewood students participate in a transition orientation with Robinswood Middle School at the end of the school year. Students are presented information about the middle school curriculum, college readiness program and extra curricular activities.

College and Career Readiness

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

To prepare our students for 21st century careers with technology and industry, Pinewood is one of the digital pilot school in OCPS. Our teachers and students access information and present instruction through the use of Edmodo, Safari Montage, Nearpod, I-Movie, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Smart boards and technology integration in the classroom is implemented to prepare 21st century learners for careers

involving computers, virtual manipulatives and labs, and safe searches on the internet for research projects.

Pinewood is a certified AVID Elementary School, which supports our 4th and 5th grade students preparing them on their journey to college readiness. Components of AVID Elementary include students success skills, organizational skills and WICOR lessons which are embedded in daily instruction.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase when we implement MTSS with fidelity, which includes analyzing and disaggregating data for specific subgroups.

- G2.** Teachers will implement effective instruction aligned to the Florida Standards to include strategies and accommodations for ESE and ELL students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Student achievement will increase when we implement MTSS with fidelity, which includes analyzing and disaggregating data for specific subgroups. 1a

G038632

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	71.0
ELA/Reading Lowest 25% Gains	65.0

Resources Available to Support the Goal 2

- MTSS Team
- Researched-based instructional and intervention materials
- Progress monitoring and assessment data
- Resource and Administration Team

Targeted Barriers to Achieving the Goal 3

- Teachers lack understanding of how to analyze and disaggregate data.
- Teachers limited knowledge of how to differentiate instruction.

Plan to Monitor Progress Toward G1. 8

During bi-weekly data chats and MTSS meetings we will analyze progress monitoring data for students receiving Tier II and Tier III interventions to determine an increase in student achievement.

Person Responsible

Christine Strang

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Assessment Data

G2. Teachers will implement effective instruction aligned to the Florida Standards to include strategies and accommodations for ESE and ELL students. 1a

G038633

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	55.0
Math Gains	71.0

Resources Available to Support the Goal 2

- Coaches
- ELL Support, School Transformation Office Coaches and Senior Administrator, ELL Programs
- Common planning time in all grade levels
- Professional development and early release days allow for additional common planning time
- Administrative Support
- Upgraded technology (presentation stations, laptops for all teachers, iPads for all students, smartboards and audio enhancement in all core classrooms)
- PDS On-line Trainings

Targeted Barriers to Achieving the Goal 3

- Lack of teacher implementation of effective instruction aligned to the Florida Standards including strategies and accommodations for ELL and ESE students.
- Teachers have limited knowledge and understanding of the Florida State Standards.

Plan to Monitor Progress Toward G2. 8

The leadership team will analyze classroom observation and progress monitoring data to determine if effective implementation of Florida Standards including ESE/ELL strategies improved student achievement.

Person Responsible

Janese Jones

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Team Minutes, iObservation, Assessment Data, Lesson Plans

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Student achievement will increase when we implement MTSS with fidelity, which includes analyzing and disaggregating data for specific subgroups. **1**

 G038632

G1.B1 Teachers lack understanding of how to analyze and disaggregate data. **2**

 B092737

G1.B1.S1 Teachers will participate in professional development with a focus on analyzing, interpreting student data and progress monitoring of student data for specific subgroups. **4**

 S103716

Strategy Rationale

Teachers need to acquire a a better understanding of how to interpret student data.

Action Step 1 **5**

The reading coach will create a progress monitoring schedule and facilitate bi-weekly data meetings with administrators.

Person Responsible

Janice Jones

Schedule

Quarterly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Reflection Log, Sign-in Sheet, Data Meeting Log, Progress Monitoring Log

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administrators and reading coach will monitor for fidelity and implementation through bi-weekly data meetings.

Person Responsible

Kandace Goshe

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Data meeting notebooks and iObservation

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administrators and reading coach will monitor for effectiveness through observation of small group instruction based on analysis of data and student academic gains.

Person Responsible

Christine Strang

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Assessment data and progress monitoring

G1.B2 Teachers limited knowledge of how to differentiate instruction. 2

 B092738

G1.B2.S1 Building teacher capacity through professional development on differentiated instructional strategies. 4

 S103717

Strategy Rationale

Teachers need to become more versed at providing instruction to all students based on their needs.

Action Step 1 5

School-based coaches will provide professional development on differentiated instructional strategies.

Person Responsible

Dana Williams

Schedule

On 5/29/2015

Evidence of Completion

Sign-in Sheet, Exit Slips, Reflection Logs

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administrators will monitor for fidelity by reviewing lesson plans and observing classroom instruction.

Person Responsible

Kandace Goshe

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

We will analyze iObservation feedback data, student achievement data, and progress monitoring to make informed instructional decisions.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administrators will monitor the effectiveness by analyzing progress monitoring data during leadership team meetings to determine an increase in student achievement.

Person Responsible

Kandace Goshe

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Assessment data, team minutes

G2. Teachers will implement effective instruction aligned to the Florida Standards to include strategies and accommodations for ESE and ELL students. 1

 G038633

G2.B1 Lack of teacher implementation of effective instruction aligned to the Florida Standards including strategies and accommodations for ELL and ESE students. 2

 B092739

G2.B1.S1 To build teacher capacity through professional development of the Florida Standards utilizing ELL and ESE strategies and accommodations. 4

 S103718

Strategy Rationale

Teachers need a better understanding of the Florida Standards which will address the needs of the ELL and ESE population.

Action Step 1 5

Provide professional development of the Florida Standards and ELL and ESE strategies.

Person Responsible

Dana Williams

Schedule

On 5/29/2015

Evidence of Completion

Sign-in Sheets, Exit slips, Reflection Logs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Conduct classroom walk-throughs and lesson plan reviews.

Person Responsible

Christine Strang

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

iObservation, Lesson Plan Feedback

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The team will monitor and determine levels of student growth, to include ELL and ESE students, during bi-weekly data meetings

Person Responsible

Janice Jones

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Assessment Data

G2.B2 Teachers have limited knowledge and understanding of the Florida State Standards. 2

 B092741

G2.B2.S1 Build teacher capacity in understanding the Florida Standards during PLC weekly meetings and common planning time. 4

 S103722

Strategy Rationale

Teachers need to develop a better understanding of the Florida Standards.

Action Step 1 5

Provide coaching support to teachers on deconstructing Florida Standards and developing activities aligned to the rigor of the standards during common planning and weekly PLC meetings.

Person Responsible

Janese Jones

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Deconstructing Standards template, PLC Meeting Notes, Lesson Plan Framework

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Observe coaches and instructional staff participating in common planning and review lesson plans.

Person Responsible

Kandace Goshe

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, PLC notes/minutes

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Effectiveness will be monitored through observations, classroom walkthroughs, and assessment data.

Person Responsible

Christine Strang

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Assessment Data, iObservation

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The reading coach will create a progress monitoring schedule and facilitate bi-weekly data meetings with administrators.	Jones, Janice	8/11/2014	Reflection Log, Sign-in Sheet, Data Meeting Log, Progress Monitoring Log	5/29/2015 quarterly
G1.B2.S1.A1	School-based coaches will provide professional development on differentiated instructional strategies.	Williams, Dana	8/18/2014	Sign-in Sheet, Exit Slips, Reflection Logs	5/29/2015 one-time
G2.B1.S1.A1	Provide professional development of the Florida Standards and ELL and ESE strategies.	Williams, Dana	8/25/2014	Sign-in Sheets, Exit slips, Reflection Logs	5/29/2015 one-time
G2.B2.S1.A1	Provide coaching support to teachers on deconstructing Florida Standards and developing activities aligned to the rigor of the standards during common planning and weekly PLC meetings.	Jones, Janese	8/25/2014	Deconstructing Standards template, PLC Meeting Notes, Lesson Plan Framework	5/29/2015 monthly
G1.MA1	During bi-weekly data chats and MTSS meetings we will analyze progress monitoring data for students receiving Tier II and Tier III interventions to determine an increase in student achievement.	Strang, Christine	8/18/2014	Assessment Data	5/29/2015 monthly
G1.B1.S1.MA1	Administrators and reading coach will monitor for effectiveness through observation of small group instruction based on analysis of data and student academic gains.	Strang, Christine	8/18/2014	Assessment data and progress monitoring	5/29/2015 monthly
G1.B1.S1.MA1	Administrators and reading coach will monitor for fidelity and implementation through bi-weekly data meetings.	Goshe, Kandace	8/18/2014	Data meeting notebooks and iObservation	5/29/2015 biweekly
G1.B2.S1.MA1	Administrators will monitor the effectiveness by analyzing progress monitoring data during leadership team meetings to determine an increase in student achievement.	Goshe, Kandace	8/25/2014	Assessment data, team minutes	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Administrators will monitor for fidelity by reviewing lesson plans and observing classroom instruction.	Goshe, Kandace	8/18/2014	We will analyze iObservation feedback data, student achievement data, and progress monitoring to make informed instructional decisions.	5/29/2015 weekly
G2.MA1	The leadership team will analyze classroom observation and progress monitoring data to determine if effective implementation of Florida Standards including ESE/ELL strategies improved student achievement.	Jones, Janese	8/25/2014	Team Minutes, iObservation, Assessment Data, Lesson Plans	5/29/2015 monthly
G2.B1.S1.MA1	The team will monitor and determine levels of student growth, to include ELL and ESE students, during bi-weekly data meetings	Jones, Janice	8/25/2014	Assessment Data	5/29/2015 biweekly
G2.B1.S1.MA1	Conduct classroom walk-throughs and lesson plan reviews.	Strang, Christine	8/25/2014	iObservation, Lesson Plan Feedback	5/29/2015 weekly
G2.B2.S1.MA1	Effectiveness will be monitored through observations, classroom walkthroughs, and assessment data.	Strang, Christine	8/25/2014	Assessment Data, iObservation	5/29/2015 monthly
G2.B2.S1.MA1	Observe coaches and instructional staff participating in common planning and review lesson plans.	Goshe, Kandace	8/25/2014	Lesson Plans, PLC notes/minutes	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Student achievement will increase when we implement MTSS with fidelity, which includes analyzing and disaggregating data for specific subgroups.

G1.B1 Teachers lack understanding of how to analyze and disaggregate data.

G1.B1.S1 Teachers will participate in professional development with a focus on analyzing, interpreting student data and progress monitoring of student data for specific subgroups.

PD Opportunity 1

The reading coach will create a progress monitoring schedule and facilitate bi-weekly data meetings with administrators.

Facilitator

Janice Jones, Reading Coach

Participants

All Instructional Staff

Schedule

Quarterly, from 8/11/2014 to 5/29/2015

G1.B2 Teachers limited knowledge of how to differentiate instruction.

G1.B2.S1 Building teacher capacity through professional development on differentiated instructional strategies.

PD Opportunity 1

School-based coaches will provide professional development on differentiated instructional strategies.

Facilitator

Dana Williams, Academic Coach

Participants

All Instructional Staff

Schedule

On 5/29/2015

G2. Teachers will implement effective instruction aligned to the Florida Standards to include strategies and accommodations for ESE and ELL students.

G2.B1 Lack of teacher implementation of effective instruction aligned to the Florida Standards including strategies and accommodations for ELL and ESE students.

G2.B1.S1 To build teacher capacity through professional development of the Florida Standards utilizing ELL and ESE strategies and accommodations.

PD Opportunity 1

Provide professional development of the Florida Standards and ELL and ESE strategies.

Facilitator

Dana Williams, Academic Coach

Participants

All Instructional Staff

Schedule

On 5/29/2015

G2.B2 Teachers have limited knowledge and understanding of the Florida State Standards.

G2.B2.S1 Build teacher capacity in understanding the Florida Standards during PLC weekly meetings and common planning time.

PD Opportunity 1

Provide coaching support to teachers on deconstructing Florida Standards and developing activities aligned to the rigor of the standards during common planning and weekly PLC meetings.

Facilitator

Janese Jones

Participants

Teachers

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Grand Total	0