

Pinewood Elementary School



2014-15 School Improvement Plan

Pinewood Elementary School

1400 GILBERT ST, Eagle Lake, FL 33839

<http://schools.polk-fl.net/pes>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

86%

Alternative/ESE Center

No

Charter School

No

Minority

62%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

C

B

A

School Board Approval

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

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
Not In DA	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

Pinewood Elementary is a safe, nurturing environment. We are responsible for our own learning and teaching others. We have high expectations, minds that think, hands that work, and hearts that love.

Provide the school's vision statement

We envision Pinewood Elementary as a safe, secure environment conducive to learning where: Every student learns actively, accepts others, and achieves; Every staff member is a leader, active learner, and a caring advocate for children; every parent and the school community are invited, interested, and involved in the education of our students.

School Environment

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

The annual parent survey gives valuable information that gives the pulse of the students and parents. We use this information to converse with parents and build relationships through parent conferences and activities throughout the year. Many of our teachers make home visits and all teachers have at least 2 face-to-face conferences which help teachers gain insight into the child's family life.

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

All staff members are very cognizant of modeling respectful behavior constantly. Consequently, their expectation of respectful behavior of the student body is easily obtained. Student behavior throughout the school is rewarded through our "Starbucks" system by all members of the staff. The school is diligent in assuring that an adult is present wherever a group of students assemble before or after school. Supervision is paramount! Children feel safe reporting any infractions to the nearest adult.

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

During the week prior to students returning to school, all school personnel are trained in the school wide PBS program. This system provides for student ownership of clear behavioral expectations. Parents are aware of this system as they receive a daily report of the child's behavior via the agenda. Behavioral expectations are posted throughout the school and are referenced periodically through the morning TV show to keep these expectations before them. The school's behavioral program includes expectation forms for classroom use, which always involve the parent, and office referrals for severe infractions,

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

The school guidance counselor is a major source of providing social and emotional needs for students and families through many means. Homeless families are served through the HEARTH program; the school's contact with outside agencies provides much needed gifts and supplies for low

socioeconomic students; the school initiates partnerships with community civic organizations to provide school supplies, uniforms, and medical services for Pinewood students. The guidance counselor and school psychologists assist students' social and emotional needs as they arise throughout the year. A grief counseling program is offered two times throughout the year for students who are in need of this service.

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 Polk school district generates a monthly list of students at each school who are in danger of having attendance problems, being overage for their grade level, and/or generating suspension days. We use this data to conference with parents, set up action plans for students, and encourage daily attendance.

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	14	8	10	8	5	9	54
One or more suspensions	0	0	0	0	1	1	2
Course failure in ELA or Math	9	16	22	31	16	20	114
Level 1 on statewide assessment	0	0	0	0	0	0	
Over age Students	0	0	0	2	2	5	9

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Attendance officer at the school works closely with the social worker to monitor students with poor attendance records. They meet the first week of each month to review attendance records and set up meeting with parents to develop attendance action plans to help with parents with needs for these students.

Students who have a D or F on their report card in ELA or Math are monitored through a Progress Monitoring Plan which involves the student, teacher, and parents.

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

See Parent Involvement plan

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

Pinewood Elementary School has been the recipient of the Florida Five Star school awards for each year of the past ten years. Each year the school solicits meaningful, effective partnerships with area community groups. These civic clubs, organizations, and individuals provide much needed care for students throughout the year. Many of these groups provide food for the Books and Bites program that allows students to choose food items on Fridays to take home for weekend consumption. This program helps Pinewood students increase their reading skills through providing a complimentary book for them as well as much-needed food for their families for the weekend. Pinewood students are very proud of their contribution to their families in this unique way.

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
JOHNSON, BRENDA	Principal
Stewart, Celeste	Assistant Principal
Starling, Meghan	Instructional Coach
Garcia, Mary	Guidance Counselor

Duties

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

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

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

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

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

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

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

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

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

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

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

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 focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

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

- o Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- o Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
- o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

- o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

- o Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans

Title I, Part A

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

Title I, Part C - Migrant

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

Title I, Part D

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

Title II

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

Title III

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

Title X - Homeless

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

Violence Prevention Programs

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Brenda Johnson	Principal
Celeste Stewart	Principal
Tyechia Johnson (Chair)	Business/Community
Jennifer Fraker	Parent
Frandal Bellmon	Parent
Marion Alvarez-Correa	Teacher
Rodney Chauncey	Business/Community
Sharonda Dunlap	Teacher
Namita Jaitly	Education Support Employee
Sgt. Ivan Navarro	Business/Community
Luz Ramirez	Parent
Leticia Rivera	Education Support Employee
Terry Shouppe	Parent
Jack Woods	Business/Community
	Student

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

At the first meeting of the year, we reviewed the previous year's SIP. We looked at each component and compared our goal with our school grade numbers to evaluate our progress toward the goal. It was noted that we met or exceeded some goals while we did not meet others.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The SAC reviewed and approved the 2014-2015 budget and SIP at their second meeting.

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

Should any school improvement funds become available they will be used for materials, supplies, and/or tutoring as discussed and voted up on at the first meeting of the 2014-2015 school year.

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
Garcia, Mary	Guidance Counselor
JOHNSON, BRENDA	Principal
Starling, Meghan	Instructional Coach
Stewart, Celeste	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

1. Improving fact fluency for all students
2. Monitoring results of on going progress monitoring
3. Determining and monitoring the individual needs of students in the bottom 25% in both reading and math
4. Determining and monitoring the individual needs of students in targeted sub-groups.
5. Provide weekly updates to ensure rigor in the classrooms.

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

Each grade level has a designated leader who works with the group to provide information from the literacy team and help with curriculum concerns. The reading coach provides modeling, training, and assistance as needed. She provides weekly meetings to update the instructional staff on district and state initiatives. All teachers are provided with daily common planning blocks. In addition to informational and/or weekly faculty meetings, the administration hosts special events throughout the year that brings the staff together in an effort to maintain a nonthreatening family atmosphere.

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

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

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

Each new teacher is paired with a veteran teacher on staff based on the needs of the teacher and which veteran teacher would be most beneficial for the new teacher. For the first week the veteran teacher

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

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

Pinewood Elementary instructional staff follows the district set curriculum maps and uses state and district adopted textbooks and materials. All teachers are provided a binder that includes all language arts and math Florida standards. Teachers build their weekly instructional lessons using these standards. Parents receive a copy of these standards at parent workshops in the fall.

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 is paramount at Pinewood Elementary. Teachers use this valuable data to determine the needs of the students and what areas of instruction needs to be addressed. If a student is not progressing through regular classroom instruction as expected then the teacher refers the student to the MTSS problem-solving team who analyzes the data and provides an intervention plan based on that student's needs. This team meets monthly to stay abreast of student needs and monitor progress. All teachers use their most current data to differentiate instruction within their classrooms.

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: After School Program

Minutes added to school year: 780

This after-school program will provide differentiated reading instruction for students in grades K-5. Students will use research based strategies to improve their reading stamina and comprehension.

Strategy Rationale

ELL students were identified as Pinewood Elementary's lowest performing sub-group in reading as evidenced by the 2013-2014 school grade report.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

JOHNSON, BRENDA, brenda.johnson@polk-fl.net

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

FAIR data (3-5) and STAR Reading reports are used to determine if students are making gains throughout the year and CELLA is used at the end of the year to determine if the student's proficiency in English has improved from the beginning of the year.

Strategy: After School Program

Minutes added to school year: 2,250

Students waiting for their bus have an extra 30 minutes of Language Arts instruction using the Mob Max program with certified teachers overseeing their progress

Strategy Rationale

Students are available to sharpen their skills during this 30 minute time block each day and the Literacy Team decided to use the time in this manner using SAI funding.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

JOHNSON, BRENDA, brenda.johnson@polk-fl.net

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

Students are evaluated daily on the progress they make in this after school tutoring program

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

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

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

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

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

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

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. Teachers will engage students using varied instructional strategies across all content areas.

G2. Increase fact fluency for all 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. Teachers will engage students using varied instructional strategies across all content areas. 1a

G047930

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	68.0
AMO Math - All Students	68.0
FCAT 2.0 Science Proficiency	62.0

Resources Available to Support the Goal 2

- PD 360
- Reading Coach
- Reading Interventionist
- Guidance Counselor
-

Targeted Barriers to Achieving the Goal 3

- resistance to change

Plan to Monitor Progress Toward G1. 8

District on going assessments

Person Responsible

BRENDA JOHNSON

Schedule

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

Evidence of Completion

student data from each classroom teacher

G2. Increase fact fluency for all students 1a

 G047931

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	68.0

Resources Available to Support the Goal 2

- Morning time in the breezeway
- Coaches

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G2. 8

weekly data analysis sessions

Person Responsible

Schedule

Evidence of Completion

Line graph displayed in the Data Room

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. Teachers will engage students using varied instructional strategies across all content areas. **1**

 **G047930**

G1.B1 resistance to change **2**

 **B119401**

G1.B1.S1 Provide professional development on effective instructional strategies/ understanding of subject matter that can be used across content areas with follow-up including teacher to teacher observations. . **4**

 **S131234**

Strategy Rationale

Action Step 1 **5**

Professional development sessions will be provided throughout the year to deepen knowledge of content areas and effective instructional strategies.

Person Responsible

Celeste Stewart

Schedule

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

Evidence of Completion

Teachers will complete follow up activities and turn in the documentation to the assistant principal.

Action Step 2 **5**

Time will be provided for teachers to go to other classrooms to observe effective instructional strategies.

Person Responsible

Meghan Starling

Schedule

Weekly, from 9/1/2014 to 5/1/2015

Evidence of Completion

Teachers will complete an observation form that should be turned in to the assistant principal 3 days after completion of the observation.

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

Teachers will turn in notes from their peer observations and grade level planning sessions to the assistant principal. Members of the school leadership team will periodically sit in on grade level planning meetings.

Person Responsible

Celeste Stewart

Schedule

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

Evidence of Completion

notes from their peer observations and grade level planning sessions

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

Respond to peer observation notes, analyze grade level data included in weekly notes.

Person Responsible

Celeste Stewart


Schedule

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

Evidence of Completion

classroom walk-throughs

G1.B1.S3 Provide time for productive planning sessions incorporating a new lesson plan template that will drive instruction. 4

 S131236

Strategy Rationale

Action Step 1 5

A new lesson plan template will be developed.

Person Responsible

Celeste Stewart

Schedule

On 12/31/2014

Evidence of Completion

The Assistant Principal will review/monitor lesson plans from all instructional staff on a bi-weekly basis.

Action Step 2 5

Grade levels will meet to discuss instructional strategies/materials that will be utilized to carry out weekly lesson plans.

Person Responsible

Schedule

Evidence of Completion

Grade chairs will document what was discussed

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Person Responsible

Schedule

Evidence of Completion


Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Person Responsible


Schedule

Evidence of Completion

G2. Increase fact fluency for all students 1

 G047931

G2.B2 teachers have not focused on building fact fluency as a priority 2

 B119405

G2.B2.S1 Increase students exposure to math fact fluency and its importance. 4

 S131240

Strategy Rationale

Action Step 1 5

Weekly math fact fluency test

Person Responsible

Mary Garcia

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

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

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

Weekly 5 minute fact fluency checks

Person Responsible

Schedule

Evidence of Completion

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

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

weekly fact fluency test scores

Person Responsible

Schedule

Evidence of Completion

spreadsheets with student scores

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	Professional development sessions will be provided throughout the year to deepen knowledge of content areas and effective instructional strategies.	Stewart, Celeste	8/11/2014	Teachers will complete follow up activities and turn in the documentation to the assistant principal.	5/29/2015 monthly
G1.B1.S3.A1	A new lesson plan template will be developed.	Stewart, Celeste	10/1/2014	The Assistant Principal will review/ monitor lesson plans from all instructional staff on a bi-weekly basis.	12/31/2014 one-time
G2.B2.S1.A1	Weekly math fact fluency test	Garcia, Mary	8/18/2014	Scores will be turned in each week at the Leadership team meeting	6/3/2015 weekly
G1.B1.S1.A2	Time will be provided for teachers to go to other classrooms to observe effective instructional strategies.	Starling, Meghan	9/1/2014	Teachers will complete an observation form that should be turned in to the assistant principal 3 days after completion of the observation.	5/1/2015 weekly
G1.B1.S3.A2	Grade levels will meet to discuss instructional strategies/materials that will be utilized to carry out weekly lesson plans.		Grade chairs will document what was discussed	one-time	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	District on going assessments	JOHNSON, BRENDA	8/18/2014	student data from each classroom teacher	5/29/2015 quarterly
G1.B1.S1.MA1	Respond to peer observation notes, analyze grade level data included in weekly notes.	Stewart, Celeste	8/18/2014	classroom walk-throughs	5/29/2015 weekly
G1.B1.S1.MA1	Teachers will turn in notes from their peer observations and grade level planning sessions to the assistant principal. Members of the school leadership team will periodically sit in on grade level planning meetings.	Stewart, Celeste	8/18/2014	notes from their peer observations and grade level planning sessions	5/29/2015 weekly
G1.B1.S3.MA1	[no content entered]			once	
G1.B1.S3.MA1	[no content entered]			once	
G2.MA1	weekly data analysis sessions		Line graph displayed in the Data Room	once	
G2.B2.S1.MA1	weekly fact fluency test scores		spreadsheets with student scores	once	
G2.B2.S1.MA1	Weekly 5 minute fact fluency checks		Spreadsheet with individual student scores to be shared at weekly leadership team meetings	once	

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. Teachers will engage students using varied instructional strategies across all content areas.

G1.B1 resistance to change

G1.B1.S1 Provide professional development on effective instructional strategies/ understanding of subject matter that can be used across content areas with follow-up including teacher to teacher observations. .

PD Opportunity 1

Professional development sessions will be provided throughout the year to deepen knowledge of content areas and effective instructional strategies.

Facilitator

Celeste Stewart, Meghan Starling, Mary Garcia

Participants

all teachers

Schedule

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

G1.B1.S3 Provide time for productive planning sessions incorporating a new lesson plan template that will drive instruction.

PD Opportunity 1

A new lesson plan template will be developed.

Facilitator

Celeste Stewart

Participants

All classroom teachers

Schedule

On 12/31/2014

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