

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: PINEWOOD ELEMENTARY

District Name: Orange

Principal: Kandace Goshe'

SAC Chair: Monique Tyson

Superintendent: Dr. Barbara Jenkins

Date of School Board Approval: Pending

Last Modified on: 9/28/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					<p>2011-2012: Grade C, Reading: 44% meeting high standards, 62% meeting learning gains, 67% of the lowest 25% made learning gains in Reading</p> <p>Math: 41% meeting high standards, 66% meeting learning gains, 65% of the lowest 25% made learning gains in Math Writing: 79% meeting high standards Science: 31% meeting high standards</p> <p>2010-2011: Grade B, Reading: 64% meeting high standards, 70% meeting learning gains, 66% of the lowest 25% made learning gains in Reading</p> <p>Math: 64% meeting high standards, 64% meeting learning gains, 70% of the lowest 25% made learning gains in Math Writing: 78% meeting high standards Science: 43% meeting high standards AYP: 82% did not meet AYP with Blacks, ED, and ELL students.2009-2010: Grade B, Reading 62% meeting high standards, 62%</p>

Principal	Kandace Goshe'	B.S. Criminal Justice M.Ed. Educational Leadership	6	8	<p>meeting learning gains, 60 of lowest 25% made learning gains in reading  Math: 62% meeting high standards, 67% making learning gains, 80% of lowest 25% made learning gains in math  Writing: 81% meeting high standards  Science: 41% meeting high standards  AYP: 82%, did not meet AYP with Blacks, ELL and Economically Disadvantage students  2008-2009: Grade C, Reading 65% meeting high standards, 67% making learning gains  Math: 59% meeting high standards, 65% making learning gains  Writing: 88% meeting high standards  Science: 26% meeting high standards  AYP: 90% Black and ED subgroup did not make AYP in reading, ED and ELL did not make AYP in math  2007-2008: Grade B  Reading: 62% meeting high standards 66% meeting learning gains  Math: 54% meeting high standards, 81% making learning gains  Writing: 79% meeting high standards  Science: 20% meeting high standards  AYP: 100%  2006-2007: Grade C, Reading: 57% meeting high standards, 63% making learning gains, Math: 35% meeting high standards, 48% making learning gains, Writing: 82% meeting high standards  Science: 20% meeting high standards AYP: 87% ED did not make AYP in reading, Total AYP not met in math, Black, ED, and ELL subgroups did not make AYP in math.  2005-2006 AP of West Oaks Elementary School: Grade C, Reading: 56% meeting high standards, Math: 47% meeting high standards, Writing: 85% meeting high standards, Ed and ELL subgroups did not make AYP in math. School met AYP.  2004-2005: Grade D, Reading: 52% meeting high standards, Math: 37% meeting high standards. Black, Hispanic and ED subgroups did not make AYP in math. School did not make AYP.</p>
Assis Principal	Jason Fritz	B.S.Elementary Education M.Ed. Educational Leadership	3	4	<p>2011-2012: Grade C,  Reading: 44% meeting high standards, 62% meeting learning gains, 67% of the lowest 25% made learning gains in Reading  Math: 41% meeting high standards, 66% meeting learning gains, 65% of the lowest 25% made learning gains in Math  Writing: 79% meeting high standards  Science: 31% meeting high standards</p> <p>Pinewood Elementary-2010-2011: Grade B,  Reading: 64% meeting high standards, 70% meeting learning gains, 66% of the lowest 25% made learning gains in Reading  Math: 64% meeting high standards, 64% meeting learning gains, 70% of the lowest 25% made learning gains in Math  Writing: 78% meeting high standards  Science: 43% meeting high standards  AYP: 82% did not meet AYP with Blacks, ED, and ELL students.  Lake Gem Elementary-2009-2010: Grade A,  Reading 76% meeting high standards, 67% meeting learning gains, 52% of lowest 25% made learning gains in reading  Math: 72% meeting high standards, 59% making learning gains, 67% of lowest 25% made learning gains in math  Writing: 88% meeting high standards  Science: 48% meeting high standards  AYP: 85%, did not meet AYP with Blacks, and Economically Disadvantage students.  Met AYP for ELL in Reading.</p>

## INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Janice Jones	BS Elementary Education M.Ed. Elementary Education Reading Endorsement	5	4	<p>2011-2012: Grade C, Reading: 44% meeting high standards, 62% meeting learning gains, 67% of the lowest 25% made learning gains in Reading</p> <p>2010-2011 Grade B, Reading 64% meeting high standards, 70% meeting learning gains, 66% of lowest 25% made learning gains in reading AYP: 82%, did not meet AYP with Blacks, ELL and Economically Disadvantaged students</p> <p>2009-2010 Grade B, Reading 62% meeting high standards, 62% meeting learning gains, 60 of lowest 25% made learning gains in reading AYP: 82%, did not meet AYP with Blacks, ELL and Economically Disadvantaged students 2008-2009: Grade C, Reading: 65% meeting high</p> <p>2008-2009: Grade C, Reading: 65% meeting high standards, 67% making learning gains</p>
Academic Coach	Dana Williams	BS Elementary Education M.Ed. Guidance/ Counseling	12	6	<p>2011-2012: Grade C, Reading: 44% meeting high standards, 62% meeting learning gains, 67% of the lowest 25% made learning gains in Reading</p> <p>Math: 41% meeting high standards, 66% meeting learning gains, 65% of the lowest 25% made learning gains in Math Writing: 79% meeting high standards Science: 31% meeting high standards</p> <p>2010-2011: Grade B, Math: 64% meeting high standards, 64% making learning gains, 70% of lowest 25% made learning gains in math AYP: 82%, did not meet AYP with Blacks and Economically Disadvantaged students, ELL students met AYP standards</p> <p>2009-2010: Grade B, Math: 62% meeting high standards, 67% making learning gains, 80% of lowest 25% made learning gains in math AYP: 82%, did not meet AYP with Blacks, ELL and Economically Disadvantaged students</p> <p>2008-2009: Grade C Math: 59% meeting high standards, 65% meeting learning gains</p> <p>2007-2008: Grade B Math: 54% meeting high standards, 81% making learning gains</p> <p>2006-2007: Grade C Math: 35% meeting high standards, 48% making learning gains</p>
Math	Monique Tyson	BS Elementary Education(1-6) M.Ed. Guidance/ Counseling Ed.S. Educational Leadership ESOL (K-12)	8	3	<p>2011-2012: Grade C, Math: 41% meeting high standards, 66% meeting learning gains, 65% of the lowest 25% made learning gains in Math</p> <p>2010-2011: Grade B Science: 43% meeting high standards AYP: 82%, did not meet AYP with Blacks, ELL, &amp; Economically Disadvantaged</p> <p>2009-2010: Grade B Science: 41% meeting high standards AYP: 82%, did not meet AYP with Blacks, ELL, &amp; Economically Disadvantaged</p> <p>2008-2009: Grade C Science: 26% meeting high standards</p>
					2011-2012: Grade C, Reading: 44% meeting high standards, 62% meeting learning gains, 67% of the lowest 25% made learning gains in Reading

CRT

Janese Jones

BS Elementary Education  
M.Ed Elementary Education  
Ed.S Educational Leadership (K-12)

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Math: 41% meeting high standards, 66% meeting learning gains, 65% of the lowest 25% made learning gains in Math  
Writing: 79% meeting high standards  
Science: 31% meeting high standards

2010 - 2011 - Grade B  
Reading 64% meeting high standards, 70% meeting learning gains, 66% of lowest 25% made learning gains in reading.  
AYP: 82% did not meet AYP with Blacks, ELL and Economically Disadvantage students.

Math: 64% meeting high standards, 64% making learning gains, 70% of lowest 25% made learning gains in math  
AYP: 82% did not meet AYP with Blacks and Economically Disadvantage students.

Writing: 78% meeting high standards

Science: 43% meeting high standards  
AYP: 82% did not meet AYP with Blacks, ELL and Economically Disadvantage students.

2009-2010: Grade B, Reading 62% meeting high standards, 62% meeting learning gains, 60 of lowest 25% made learning gains in reading  
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					learning gains, Math: 54% meeting high standards, 81% making learning gains, Writing: 79% meeting high standards Science: 20% meeting high standards 2006-2007: Grade C, Reading: 57% meeting high standards, 63% making learning gains, Math: 35% meeting high standards, 48% making learning gains, Writing: 82% meeting high standards Science: 20% meeting high standards
Science	Amanda Teran	BS Elementary Education	6	1	2011-2012: Grade C, Science: 31% meeting high standards  2010-2011 Grade B Reading: 61% meeting high standards, 100% of retained students made learning gains Math: 72% meeting high standards, 100% of retained students made learning gains (3rd Grade Teacher)

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Meet with Principal/Assistant Principal	Administrators	On-going	
2	New teachers assigned a mentor teacher	Instructional Coach	On-going	
3	Support for instructional improvement	CRT/ Reading, Math, Science & Academic Coaches	On-going	
4	Professional Learning Communities	PLC Facilitators	On-going	
5	Data meetings	Admin. Coaches/CRT	On-going	
6	Curriculum support for technology integration	Technology Liason Reading & Math Coaches Comp. Teacher	On-going	
7	Teacher release time for teacher observations	Coaches	On-going	
8	CWT	Admin.	On-going	
9	Teacher of the Month	Admin.	June 2013	
10	Work with Staffing Manager to identify highly qualified candidates.	Admin	Ongoing	

## Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

## Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
50	10.0%(5)	36.0%(18)	30.0%(15)	24.0%(12)	48.0%(24)	100.0%(50)	12.0%(6)	4.0%(2)	50.0%(25)

### Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Kellee Walshe	Ms. Bouvier	Pairing was done looking at effectiveness of the mentor in regards to student achievement, ability to work with co-workers, and willingness to share ideas. They were also paired based on the fact that they both teacher intermediate grade levels.	Meet bi-weekly with mentee to discuss research based strategies, observe experienced teachers implementing strategies, creating and reviewing lesson plans, assisting in determining training opportunities for best practices, tracking beginning teacher portfolio completion.
Annette Richards	Kimberli Beckett	Pairing was done looking at effectiveness of the mentor in regards to student achievement, ability to work with co-workers, and willingness to share ideas. They were also paired based on the fact that they are both teaching fifth grade.	Meet bi-weekly with mentee to discuss research based strategies, observe experienced teachers implementing strategies, creating and reviewing lesson plans, assisting in determining training opportunities for best practices, tracking beginning teacher portfolio completion.
Janese Jones	Ms. Marweg	Pairing was done looking at effectiveness of the mentor in regards to student achievement, ability to work with co-workers, and willingness to share ideas. They were also paired based on the fact that the CRT is great at giving strategies that work.	Meet bi-weekly with mentee to discuss research based strategies, observe experienced teachers implementing strategies, creating and reviewing lesson plans, assisting in determining training opportunities for best practices, tracking beginning teacher portfolio completion.
		Pairing was done looking at effectiveness of the mentor in regards to student	

Lilloute Jadonath	Mr. Ruane	achievement, ability to work with co-workers, and willingness to share ideas. Mr. Ruane is the art instructor and Mrs. Jadonath has a great deal of experience with mentoring the teachers. She is one of our National Board Certified Teachers.	Meet bi-weekly with mentee to discuss research based strategies, observe experienced teachers implementing strategies, creating and reviewing lesson plans, assisting in determining training opportunities for best practices, tracking beginning teacher portfolio completion.
Lanell Tate	Tiffany Cole	Pairing was done looking at effectiveness of the mentor in regards to student achievement, ability to work with co-workers, and willingness to share ideas. They were also paired based on the fact that they are both teaching first grade.	Meet bi-weekly with mentee to discuss research based strategies, observe experienced teachers implementing strategies, creating and reviewing lesson plans, assisting in determining training opportunities for best practices, tracking beginning teacher portfolio completion.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

#### Title I, Part A

Summer Reading Camp is available for Grade 3 students who score Level 1 on FCAT and K-2nd grade for the lowest 30% based on ITBS results.

#### Title I, Part C- Migrant

N/A

#### Title I, Part D

N/A

#### Title II

Pinewood Elementary will use funds to hire substitute teachers during each semester so that general education teachers may participate in Professional Learning Communities to focus on planning and instruction. This will be a multi-day process.

#### Title III

These funds will be used to provide tutoring afterschool tutoring for our ELL students in grades 1-5.

#### 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)

Supplemental Academic Instruction (SAI) funds will be used to provide after school tutoring to improve achievement level of students in grades 3-5 who scored in the lowest 30% on FCAT reading, math and writing.

#### Violence Prevention Programs

Pinewood has two part-time SAFE Schools Healthy Students Coordinators. The Safe Coordinators works with primary and intermediate students twice per week. The program offers students counseling and behavioral strategies needed to assist them in their daily function in class. The SAFE Coordinators also provide teachers with support, assistance and strategies needed to work with students experiencing behavior challenges.

#### Nutrition Programs

Pinewood participates in the Universal Breakfast program and all students receive a free and healthy breakfast daily.

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

N/A

#### Other

N/A

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

**Principal:** Will assist teachers with data-based decision-making skill to ensure school based data is being implemented.

**Select General Education Teachers (Primary and Intermediate):** Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 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 into instruction with struggling students, and collaborates with general education teachers through activities.

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

Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student needs 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 struggling learners, 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 of monitoring. Each resource teacher is to support technology programs in their 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; facilitates development of intervention plans; provides support for intervention and documentation.



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

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 systemic 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 interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The 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 team meets once a week on Wednesdays to engage in the following activities:  
Review data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus while making decisions about implementation.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: specific targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data: Progress Monitoring, EduSoft, FAIR, ITBS, Florida Comprehensive Assessment Test (FCAT)  
Progress Monitoring: EduSoft mini-assessments, FCAT Explorer, Florida Achieve (FOCUS Assessments), Curriculum Based Measurement (CBM), FCAT Simulation; Reading Mastery Placement Test  
Midyear: Edusoft, Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA) and Early Reading Tutor (ERT)  
End of year: FAIR, EduSoft, ITBS, FCAT  
Frequency of Data Days: twice a month for data analysis with all grade level teams.

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. The CRT will provide RtI training as the pyramid to intervention is developed and implemented. The RtI team will also evaluate additional staff professional development needs during the weekly RtI Leadership Team meetings.

Describe the plan to support MTSS.

We have scheduled monthly meetings to discuss how the MTSS system is functioning. We will update and adjust, as needed.

## Literacy Leadership Team (LLT)

Identify the school-based Literacy Leadership Team (LLT).

Our school literacy team will consist of the Reading Coach - Janice Jones; Program Assistant (Media Center) - Patty Friedrichs; Media Clerk II - Carmen Encarnacion; Curriculum Resource teacher - Janese Jones; Math Coach - Monique Tyson; Science Teacher - Amanda Teran; Academic Coach - Dana Williams; Guidance Counselor - Tanya Washington; Assistant Principal - Jason Fritz; 5th Grade Teacher - Kellee Walshe; 4th Grade Teacher - Siobahn Brady.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Team will meet once a month to discuss data, updates, and recent activity reports and numbers.

Janice Jones - Reading Coach will 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 will also be responsible for managing all reading intervention materials.

Patty Friedrichs - Program Assistant (Media Center)/Media Clerk II - Carmen Encarnacion will work on the Sunshine State Standards reading books to promote ongoing reading and literacy at home. The media center personnel will allow the students, with signed permission, to check out a SSS reading book with the student's signed permission form for check out of Reading SSS Books. 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 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 shop at Barnes and Nobles as an end of the year field trip. She will also infuse the Book It Program with Accelerated Reader 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 Accelerated Reader incentives and rewards. Carmen Encarnacion will pull weekly class summary reports, biweekly 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. Freiderichs will oversee the competition of grades K-2 and 3-5 with weekly morning encouragement updates on the Pinewood Explorers News Broadcast each morning.

Janese Jones - Curriculum Resource Teacher will coach young writers with the use of a writing club to promote her Great Readers Make Great Writers Motto. Students will read expansive novels and utilize the writing process to alter the plots and endings of various Newberry and Caldecott book award winners.

Monique Tyson, Math Coach, will assist all grade levels with the integration of reading in math to supplement our math core Envision Math Program. Teachers in grades K-5, will utilize number sense, geometry, algebraic patterns, along will statistics and other mathematical terms to explore math content while reading literature.

The science teacher, Amanda Teran, will conduct a science reading investigation club to explore inquiry procedures through reading exploration exercises. As a literacy team member Mrs. Teran will integrate reading into her science curriculum daily.

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 sustained in reading through rewards and incentives.

The Assistant Principal - Mr. Fritz will read primary big books and chapters from novels in classrooms to facilitate reading across grade levels.

5th Grade Teacher - Kellee Walshe will conduct book studies, by way of a student book club, to maintain high standards.

Academic Coach - Dana Williams will conduct lesson studies with 3rd and 4th grade in reading and conducting professional development that meet the needs of the teachers.

What will be the major initiatives of the LLT this year?

The major initiatives of the Literacy Leadership Team will be to promote reading success in steps. 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 be sure it is coherent across all grade levels. Designated members will meet with grade level teams to share reading messages and plans for the school year. Grade level leaders will keep their teams and Administrative team member informed of team decisions on their professional needs to strengthen student learning success. The literacy team will choose Professional Development that is aligned with the needs of our staff.

### \*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Pinewood Elementary School has an all-day Pre-K class. 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.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

### \*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

### Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The number of students at Pinewood scoring a level 3 on the FCAT Reading 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 24% (82) of all students taking the FCAT 2.0 Reading assessment at Pinewood Elementary scored at Level 3.	By July 2013, 27%(91) of all students taking the FCAT Reading test at Pinewood Elementary will score at Level 3.

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Using data to determine reading weaknesses.	Reading Intervention during the school day  Documenting Reading Intervention	Principal Assistant Principal Reading Coach CRT	Review data from Intervention Assessments, Edusoft, FAIR and FAIR Ongoing Progress Monitoring  Bi weekly monitoring of the intervention	Edusoft and FAIR assessments will be viewed by the teachers on a regular basis via IMS website.  Intervention program mastery assessments.
2	New team members throughout the grade levels.	Afterschool tutoring	Assistant Principal	Data from Edusoft and FAIR; After the Bell Pre and Post Assessment	Edusoft and FAIR assessment will be viewed by the teachers on a regular basis via IMS website.
3	Increasing the number of Highly Effective Teachers.	Additional usage of computer - based reading programs (Successmaker, FCAT Explorer, Florida Achieves, FCAT Test Maker)	Principal Assistant Principal Reading Coach Teachers Technology Teacher	Data reports discussed during data meetings and child chats	Data reports from Successmaker, FCAT Explorer, and Florida Achieves

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

#### Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	Pinwood Elementary needs to improve the level of 4's and 5's on the FCAT Reading 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 19%(62) of all students taking the FCAT reading test at Pinewood Elementary scored at levels 4 and 5.	By July 2013, 25%(84)of all students taking the FCAT reading test at Pinewood will score at level 4 or 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Only 19% of all students taking the FCAT Reading 2.0 scored a level 4 or 5.	Continue small group and differentiated instruction for reading during reading block.  Incorporating literature across curriculum.  Continue enrichment reading groups  Continue prevention groups to maintain higher level learners.  Start reading literature groups in third and fourth grade with higher level students.	Reading Coach Math Coach Curriculum Resource Teacher Principal Assitant Principal	Edusoft Reading Mini Assessment FAIR Ongoing Progress Monitoring	Reading Mini Assessment Monitor Data Report FAIR Ongoing Progress Monitoring Reports Imagine It! Reading Assessments Accelerated Reader

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	By administering progress monitoring, assessments and analyzing student data, we will continue to track student learning gains. Differentiated instruction will be used to meet the individual needs of each student and increase learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62%(208) of the students taking the 2011-2012 FCAT Reading Assessment made learning gains.	By July 2013, 67%(201) of students taking the 2012-2013 FCAT Reading Assessment will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of new Reading Common Core Standard grades K and 1. Implementatiion of Next Generation SSS in grades 3-5.	Instructing students with the SSS 2007 in daily lessons	Principal Assistant Principal Reading Coach CRT Academic Coach	Teacher observation	Edusoft Mini Assessments Data Walk-Though
2	New teachers and teachers from a different district	Training and modeling the use of the reading program with fidelity	Principal Assistant Principal Reading Coach CRT Academic Coach	Teacher observation	Edusoft Mini-Assessments Data Walk-Through SRA Imagine It! Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	By administering progress monitoring, assessments and analyzing student data, we will continue to track student progress. Differentiated instruction will be used to meet the individual needs of each student and increase learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percent of students in the lowest 25% making learning gains on the 2012 FCAT Reading was 66%(55).	By July 2013, the expected level of performance on the 2013 FCAT Reading will be 69%(58).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need for extended time on reading skills and concepts	Incorporate reading vocabulary skills in special area classes, Pinewood tutoring, SES.	Leadership Team/ Teachers Reading Coach Academic Coach	Classroom Walk-Throughs and Monitoring, Mini-Assessments, Imagine It! Assessments	Evaluation of reports and Walk-Through Data Sheets

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	Our goal is to reduce the achievement gap by 50%. Our baseline data for 2010-2011 was __ in Reading. Our goal is to have ____ % of students at proficiency by 2016-2017. Currently, we are waiting on data from FLDOE.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	Pinewood Elem. has 2 subgroups by ethnicity; Black and Hispanic. None of them met the AYP benchmark. By progress monitoring, administering assessments and analyzing student data, we will continue to track student progress. Differentiated instruction will be used to meet the individual needs of each student.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Student subgroups by ethnicity are Black 59%(165) and Hispanic 58%(22) did not making satisfactory progress in reading.	By July 2013, the expected level of students not making satisfactory progress on the 2013 FCAT will be 50%(130) in the black subgroup and 50%(19)in the Hispanic subgroup.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Utilization of Reading core curriculum with fidelity	Use classroom walk-throughs to identify implementation of the core reading curriculum.	Teachers Leadership Team	Classroom Walk-throughs/Monitoring/ PLCs	Classroom Walk-through tool
2	Student Mobility	Implement core content curriculum with fidelity.	Teachers/ Leadership Team	PBS/PLC discussions on student transitions	Student performance and acclimation to school processes.

3	Students' ability to decode	Professional Development on addressing students' decoding needs	Teachers Leadership Team	Progress Monitoring	Progress Monitoring/Benchmark assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	The ELL Subgroup did not make AYP. By administering progress monitoring, assessments and analyzing student data, we will continue to track student progress. Differentiated instruction will be used to meet the individual needs of each student.
2012 Current Level of Performance:	2013 Expected Level of Performance:
English Language Learners 68% (51) did not making satisfactory progress in reading.	By July 2013, the expected level of performance on the 2013 FCAT will demonstrate 60%(46) did not make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of effective ELL strategies	Build teacher capacity in effectively using ELL strategies.	Teachers and Leadership Team	Professional Development/PLCs	Classroom Walk-throughs/Monitoring

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	Based on data, Students with Disabilities made growth this on the 2012 FCAT. This subgroup will continue to be monitored for continued growth.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students with Disabilities 57%(12)not making satisfactory progress in reading.	By July 2013, the expected level of performance on the 2013 FCAT will demonstrate 45%(9) did not make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not reading on grade level.	Teachers will continue to learn different reading strategies and differentiate their instruction in order to meet the students' different academic needs.	Reading Coach ESE Teacher	Progress Monitoring	Edusoft Assessments Unit Theme Test Running Records Reading Intervention Mastery Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	The Economically Disadvantaged subgroup did not make AYP. By administering progress monitoring, assessments and analyzing student data, we will continue to track student progress. Differentiated instruction will be used to meet the individual needs of each student.
2012 Current Level of Performance:	2013 Expected Level of Performance:



Economically Disadvantaged 59%- (183) did not making satisfactory progress in reading.		By July 2012, 50%(143) of the students who are economically disadvantaged will not make satisfactory progress on the 2012 FCAT.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mobility Rate	Implement core curriculum with fidelity and parental involvement	Teachers Leadership Team	Progress Monitoring/Student transition	Progress Monitoring
2	Lack of Parental Involvement	Conduct parent informational meetings to promote parent participation	Leadership Team	Parent surveys and response forms	Sign-in sheets

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	K - 5	Dana Williams, Academic Coach	PLC	Early Release, bi-weekly	Teachers will be required to keep documentation on strategies they have attempted in their classroom and provide documentation.	Academic Coach Principal Assistant Principal
Reading Centers	K - 5	Janice Jones, Reading Coach	PLC	Early Release, bi-weekly	Teachers will be required to keep documentation on strategies they have attempted in their classroom and provide documentation.	Reading Coach Principal Assistant Principal
Reading Comprehension	K - 5	Janese Jones, CRT	PLC	Early Release, bi-weekly	Teachers will be required to keep documentation on strategies they have attempted in their classroom and provide documentation.	CRT Principal Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Assessment/Progress Monitoring	Accelerated Reader Upgrade	General	\$4,100.85
Reading Assessment/Progress Monitoring	STAR Upgrade	General	\$4,100.85

Subtotal: \$8,201.70

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$8,201.70

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		The 2012 Cella results showed 30%(23) of our students were proficient in Listening/Speaking.			
2012 Current Percent of Students Proficient in listening/speaking:					
25%(17) of our 3rd, 4th, and 5th graders are proficient in Listening/Speaking.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with limited or no English Language.	Assistance from bilingual para  Allow extra time with assignments/assessments  Pair student with a more English proficient student  Repeat directions  Use of visuals  Make connections to students previous experiences  Bilingual dictionaries	Compliance Teacher (CT)	Weekly/Monthly Data meetings  Ongoing Progress Monitoring	CELLA FCAT ANI FAIR

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	In 2012-2013 45% (23) of our students will score proficient in Reading.

2012 Current Percent of Students Proficient in reading:

40%(27) of the students scored proficiency in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with limited or no English Language	Assistance from bilingual para  Allow extra time with assignments/assessments  Pair student with a more English proficient student  Repeat directions  Use of visuals  Make connections to students previous experiences  Bilingual dictionaries	Compliance Teacher (CT)	Weekly/Monthly Data Meetings  Ongoing Progress Monitoring	CELLA  FCAT  ANI  FAIR

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

In 2012-2013 30% of our students will score proficient in Writing.

2012 Current Percent of Students Proficient in writing:

In 2012, 27%(18) of our Students were proficient on FCAT Writes .

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with limited or no English Language	Assistance from bilingual para  Allow extra time with assignments/assessments  Pair student with a more English proficient student  Repeat directions  Use of visuals  Make connections to students previous experiences	Compliance Teacher (CT)	Weekly/Monthly Data Meetings  Ongoing Progress Monitoring	CELLA  FCAT  ANI  FAIR

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

# Elementary School Mathematics Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	21%(71)of the students at Pinewood scored at a level 3 on the 2012 FCAT Math 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%(71)of the students at Pinewood scored at a level 3 on the 2012 FCAT Math 2.0 Assessment.	By July 2013, 31% (97) of all students taking the FCAT Math 2.0 at Pinewood Elementary School will score at Level 3.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time to teach for mastery	Intense Math Intervention during the school day Small group instruction	Math Coach Paraprofessionals CRT	Progress Monitoring using Envision Assessments and Edusoft mini Benchmark Assessments	Envision Topic Test Edusoft Benchmark Assessment
2	Lack of foundation in basic math skills	Additional usage of computer - based math program ST Math (3-5)	Assistant Principal, Math Coach	Analyzing reports from ST Math	Program Reports
3	Using data to determine math weaknesses.	Documenting Math Interventions	Math Coach	Bi-weekly monitoring of the Interventions	ST Math FASTT Math

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

### Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement	
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Level 4 in mathematics. Mathematics Goal #2a:	2012 FCAT results showed that 18% (60) of students at Pinewood Elementary scored above grade level in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 18% (60) of students at Pinewood Elementary scored above grade level in math.	By July 2013 28%(88)of the students at Pinewood Elementary School will score above grade level in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Number of students performing below high-proficiency.	Implement small group and differentiated instruction for math during math block	Math Coach; Classroom Teachers; Academic Coach	Analyzing growth from Mini-Assessments	Edusoft Mini-Assesments Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2012 FCAT, there was a 26% increase in the number of students making learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 66%(222)of all students taking the FCAT Math 2.0 at Pinewood Elementary School made learning gains.	By July 2013, 70% (220) of all students taking the FCAT Math 2.0 at Pinewood Elementary School will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Teachers new to EnVision math and new to the grade level taught	In classroom modeling with Envision math  Assist teachers with implementing strategies for improving mathematics skills  Utilize Florida Achieve, FCAT Explorer, Fastt Math, FCAT Test Maker and ST (Mind Math)	Math Coach, Principal,  Assistant Principal,  CRT, Academic Coach	Review Math District Envision Math calendar with teachers;  Review math strategies with teachers;  Review results from ST Math, FCAT Explorer	Classroom visits;  co-teaching; classroom walk throughs; report print outs for data notebooks

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	41% of Pinewood's 3rd, 4th, and 5th graders in the lowest quartile showed learning gains on 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 65% of the lowest 25% (220) of students taking the FCAT Math 2.0 at Pinewood Elementary School made learning gains.	By July 2013, 70% (241) of the lowest 25% of students taking the FCAT Math test at Pinewood Elementary School will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of New Math Common Core in grades K and 1.  Implementation of NGSS in grades 2-5	Instructing students with the Common Core in daily lessons.	Math Coach Principal Academic Coach	Teacher Observations; Walk-Throughs	Math Mini-Assessments; Math Topic Assessments; Walk-Through Checklist

2	Pull-out and push in support by Math Coach	Math Coach will be utilized as a resource in the classroom for push-in support Model proper use of Envision Math intervention program	Math Coach; CRT; Academic Coach	Classroom Visitations and in class student support	Intervention Program Mini Assessments Topic Assessments
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # Our goal is to reduce the achievement gap by 50%. Our baseline data for 2010-2011 was __ in Math. Our goal is to have ____ % of students at proficieny by 2016-2017.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The only group that is counted for AYP at Pinewood ethnicity is Black and Hispanic. We don't have enough students in other subgroups to count towards AYP. 38% (105) of the black population were proficient and 42% (16) of our hispanic students were proficient on the 2011-2012 Math FCAT 2.0				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
2012 FCAT results showed that 63% (175) of Black students at Pinewood Elementary did not make satisfactory progress on the Math FCAT 2.0.  2012 FCAT results showed that 58% (22) of Hispanic students at Pinewood Elementary did not make satisfactory progress on the Math FCAT 2.0.	By July 2013 FCAT results will show a decrease of 8 percentage points, 55% (142), in the number of Black students not make satisfactory progress on the Math FCAT 2.0.  By July 2013 FCAT results will show a decrease of 8 percentage points, 50% (19), in the number of Hispanic students not make satisfactory progress on the Math FCAT 2.0.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Analyzing and identifying specific needs of the group because it is so large.	Analyze the data by class and grade level in order to determine deficiencies.	Rtl Team; Math Coach	Raw scores from assessments	Mini-Assessments  Envision Math Topic Tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	2012 FCAT resluts showed 27% (20) of the ELL at Pinewood Elementary were proficient. 2011 results showed 53% (42) of the ELL learners were proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 75% (55) of Pinewood Elementary's English Language Learners did not make satisfactory progress on the Math FCAT 2.0.	By July 2013, FCAT results will show a decrease of 10 percentage points, 65% (49), in the number of English Language Learners not make satisfactory progress on the Math FCAT 2.0.
Problem-Solving Process to Increase Student Achievement	



	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited English speaking skills	Use of visual aids during instruction and hands-on materials to help with retention of subject matter.	CCT Math Coach	Mini-Assessment Data Math Topic Assessments Data meetings with the math coach	Mini-Assessments EnVision Topic Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Pinewood Elementary has 14% (3) SWD were proficient on the 2012 FCAT Math 2.0. Last year 17%(5) of the SWD were proficient in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 86% (18) of Pinewood Elementary's Students with Disabilities did not make satisfactory progress on the Math FCAT 2.0.	By July 2013 Pinewood Elementary will decrease the number of Students with Disabilities not making satisfactory progress to 78% (13), a decrease of 8%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students' lack of focus and attention span	Intervention Support Small group lessons	ESE Teacher Math Coach	Intervention documentation form Math Topic Assessments Edusoft Mini Assessment Data	Edusoft Mini Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The Economically Disadvantaged population at Pinewood Elementary is one of our largest subgroups. The percentage of students not making satisfactory progress in mathematics this year increased by 18%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 63% (194) of Pinewood Elementary's Economically Disadvantaged students did not make satisfactory progress on the Math FCAT 2.0.	By July 2013 FCAT results will show a decrease of 8 percentage points, 55% (157), in the number of Economically Disadvantaged students not making satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The Economically Disadvantage population represents a large percentage of our population and many of them have little or no parental support in learning and retaining basic math facts.	Continuing to use Fastt Math for basic math facts. Implementing the use of ST math (Mind Math)for conceptual understanding.	Math Coach Teachers Academic Coach	Evaluation of reports Weekly data meetings Monthly data meetings with admin team	FASTT Math Reports ST Math Reports Unit Assessments

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	K - 5	Academic Coach	PLC	Early Release, bi-weekly	Teachers will be required to keep documentation on strategies they have attempted in their classroom and provide documentation.	Academic Coach Principal Assistant Principal
Math Strategies	K - 5	Math Coach	PLC	Early Release, bi-weekly	Teachers will be required to keep documentation on strategies they have attempted in their classroom and provide documentation.	Math Coach Principal Assistant Principal
Math Vocabulary/ Hands on learning Activities	K-5	Math Coach	Classroom Teachers K-5 ESE Teacher Fine Arts Teachers	Bimonthly Meetings	Observations during math lessons  Weekly to Monthly Team meetings  Math PLC Meetings	Math Coach Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
ST Math Yearly Maintenance Fee	ST Math	General	\$3,500.00
			Subtotal: \$3,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,500.00

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:	In 2011-2012 we saw a decrease of 3% of our students scoring a level 3 on FCAT, a decrease of 26% (25).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In July of 2012, 23%(26) of our fifth grade students scored a level 3 on the Science FCAT.	By July 2013, 28%(36) of the fifth grade students will score a level 3 on the Science FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Next Generation Sunshine State Benchmarks with the implementation of some Common Core standards	Use Fusion supplemental resources with students making a level 3 or higher in grades 4 and 5 in reading and math.	Science Teacher, 5th grade teachers, Math Coach and CRT	Teacher Observations	Student Big Idea Assessments and Edusoft Benchmark Assessment  Fusion Chapter Assessments
2	Level of competency in science pedagogy	Proper implementation of the current order of instruction calendar along with the district Curriculum, Instructional and Assessment Blueprint	Science Teacher and Academic Coach	Monthly meetings with grade level teams	Student Mini - Assessments
3	Implementation of new science text Fusion and also P-Sell.	5th Grade teachers will receive professional development training on the implementation and assessment of Fusion and P-Sell.	Science Teacher  CRT  Academic Coach	Teacher Observations  Student Interviews  Monthly data grade level meeting	Beginning and Ending Assessment  Unit Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	On the 2012 Science FCAT test we saw a 1% decrease of students scoring at or above Achievement Level 4, the numbers were 7% (7) for 2011 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In July of 2012, 6% (7) of our fifth grade students scored a level 4 or higher on the Science FCAT.	In July of 2013, 10% (9) of our fifth grade students will score a level 4 or higher on the Science FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of technology	To utilize Encyclopedia Britannica's on line resources to increase student inquiry and receive training on the technology available through Fusion	Principal, Assistant Principal and Science Teacher	Classroom Visitations	Student Mini Benchmark and Big Idea Assessments
2	One beginning teacher and one new to fifth grade	To work closely with the these teachers discussing strategies for teaching science	Science Teacher, 5th Grade Team Members and Academic Coach	Classroom Visitations Weekly meetings to discuss strategies	Student Mini Benchmarks and Big Idea Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Fusion Implementation Training	K - 5	District Personnel	K - 5	Early Release	List will be developed of teachers who have attended the training and who has not until and monitored for completion	Science Coach
Science Across the Curriculum	K - 5	Amanda Teran, Science Coach	PLC	Early Release bi-weekly	Teachers will be required to keep documentation on strategies they have attempted in their classroom and provide documentation.	Science Coach Principal Assistant Principal

Science Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

## Writing Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	On the 2012 FCAT Writes Test we saw a 16% decrease in students scoring at Achievement Level 3.0 and higher, our numbers were 95% (90) or higher of the fourth grade students tested met high standards in writing in 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In May of 2012 Pinewood's FCAT Writes data indicates 79% (80) or higher of the fourth grade students tested met high standards in writing.	By June 2013, 85% (83) more of the fourth graders taking the FCAT Writes will meet high standards.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of new writing program; Write Tracks	Teachers will receive training for Write Tracks  Help teachers create lesson plans utilizing the Write Tracks Program.	CRT  Academic Coach	Observing teachers during writing instruction.  Monitoring weekly lesson plans.	Monthly writing assessments.  Write Score Assessments
2	There are two beginning teachers on the team who have never taught writing in 4th Grade.	Work closely with teachers on writing plans to include effective writing strategies	CRT  Mentor Teachers	Monitoring weekly lesson plans  Observing teachers during writing lessons	Monthly writing assessments  Write Tracks Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
				August 7 & 8, 2012 September 20, 2012		

Write Track	K-5	Write Track Representative/Trainer	K-5	October 16, 2012 November 13, 2012 January 18, 2013 March 22, 2013	Lesson demonstrations and lesson debriefing sessions with Write Track trainer.	CRT Principal
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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Assessment	Write Score	General	\$3,119.43
			Subtotal: \$3,119.43
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Write Tracks Professional Development Materials	Write Tracks	FL School Recognition	\$918.54
Write Tracks Professional Development	Write Tracks	FL School Recognition	\$5,036.70
			Subtotal: \$5,955.24
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$9,074.67

End of Writing Goals

## Attendance Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our attendance rate decreased for the 2011-2012 school year. We project an increase in attendance rates for the 2012-2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The attendance rate for 2011-2012 school year was 96.08%(671).	The expected attendance rate for the 2012-2013 school year is 97.5%(616).
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In the 2011-2012 school year there were 156 students with excessive absences.	In the 2012-2013 school year we expect there to be 145 students with excessive absences (10 or more).
2012 Current Number of Students with Excessive	2013 Expected Number of Students with Excessive

Tardies (10 or more)		Tardies (10 or more)			
In the 2011-2012 school year there were 159 students with excessive tardies (10 or more).		For the 2012-2013 school year we expect ther to be 100 students with excessive tardies (10 or more).			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The demographics and mobility rate of Pinewood Elementary are barriers to increased attendance rates.	By stressing the positive correlation between student attendance and student achievement we hope to increase the attendance rate for the 2012-2013 school year.	Registrar	Print and analyze attendance rates on a quarterly basis.	We will use EDW to track, monitor, and evaluate student attendance.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00



## Suspension Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal #1:	Through Pinewood's Positive Behavior Support System and the implementation of CHAMPS we expect our suspension rate to decrease for the 2012-2013 school year.				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
0	0				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
0	0				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
During the 2011-2012 school year there were 86 Out-of-School Suspensions.	For the 2012-2013 school year, we expect there to be 43 Out-of-School Suspensions.				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
During the 2011-2012 school year there were 53 students Suspended Out-of-School.	For the 2012-2013 school year, we expect there to be 26 students Suspended Out-of-School.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not having a Dean on campus thus limiting the response time to discipline issues on campus.	Pinewood uses the PBS system to reward students for positive behavior. We will also send teachers to CHAMPS classroom management training to help eliminate behavior issues in the classrooms. Pinewood will also institute a teacher/student mentoring program.	Assistant Principal	We will use EDW to track, monitor, and evaluate our discipline data.  Referrals also have to be entered in SMS. We will use SMS to monitor number of discipline referrals entered each month.	EDW, SMS Reports
2	Support at home is sometimes nonexistent. Being able to have working contact numbers is an issue with students at Pinewood Elementary.	Pinewood will cross reference numbers given to teachers and the office staff. The registrar/front office clerk will also ensure we have emergency cards filled out and have working numbers.	Registrar Front Office Clerk	We will track the number of students that do not have working numbers. We will send letters home in student planners to try and obtain working numbers when none are found.	SMS Emergency Cards

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS	All grade levels	Academic Coach CHAMPS Trainer	School-wide	September, December, March, May Quarterly meetings	Review discipline data with grade levels. Conduct discipline data meetings. Follow up with individual teachers to monitor student progress.	Academic Coach Assistant Principal
Positive Behavior Support System	All grade levels	Academic Coach	School-wide	September, December, March, May Quarterly meetings	Review discipline data with grade levels. Conduct discipline data meetings. Follow up with individual teachers to monitor student progress. Weekly PBS prize drawings to reinforce positive student behavior.	Academic Coach

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

## Parent Involvement Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Pinewood will increase parent/guardian memberships by 20% to 174 parent/guardian memberships.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
There were 145 parent/guardian PTA memberships for the 2011-2012 school year.	By July 2013, there will be 174 PTA parent/guardian memberships, and there will be at least 6 PTA sponsored activities.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent membership	Hold numerous membership drives to assist parents in registering for PTA. Provide dinner/daycare for the parents for these events. Provide various dates and times for parents to have the opportunity to join PTA.	PTA President/PTA Board Members  Assistant Principal	Membership logs/cards	Maintain a membership log of all parents/guardians who completed application for 2012-2013 school year.
2	Parental support of PTA sponsored events.	Provide daycare for PTA sponsored events (meetings, etc.)	PTA President/PTA Board Members  Assistant Principal	Maintain log of parents who participate in PTA activities. Inform parents through School Messenger of PTA sponsored events. Post PTA sponsored activities on the marquee.	Maintain a membership log or sign-in sheet for sponsored activities.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Planners/Folders	Educational Printing Materials	Title 1	\$4,534.00
			Subtotal: \$4,534.00
			Grand Total: \$4,534.00

End of Parent Involvement Goal(s)

### Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Students will use the engineering design processes to develop, test, and communicate technological solutions to real world problems using concepts from science, mathematics, language arts, social studies, and fine arts.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Higher Order thinking skills needed for project based learning.	Introduce students to projects, inquiry, and higher order questioning techniques early in the program.  Gradually introduce them to project based learning to increase rigor.	Science Resource Teacher Math Resource Teacher  Curriculum Resource Teacher  Classroom Teachers	The use of data from mini-assessments, classroom exit slips, lesson guides, and unit assessments.  Bi-weekly and monthly data meetings to discuss results.  Share strategies and best practices to improve higher order thinking skills.	Edusoft Benchmark results in reading, math and science  Mini-Assessments  Science Fusion Assessments

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Through PLC's we will discuss Science/Math Across the Curriculum. PLC meetings are bi-weekly.	All grade levels	Science Resource Teacher Math Resource Teacher Academic Coach	School-wide	Meetings are held bi-weekly on Wednesday afternoon.	Teachers will discuss and share strategies used to incorporate Science and Math across the curriculum.	Science Resource Teacher Math Resource Teacher Academic Coach

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

## Additional Goal(s)

### Destination College Implementation Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Destination College Implementation Goal Destination College Implementation Goal # 1:		Pinewood will implement the AVID strategies and philosophy into the 4th grade reading and 5th grade science subject areas in order to promote academic rigor and college readiness.			
2012 Current level:		2013 Expected level:			
By July 2012, 80% (8) of our teachers will be trained to implement the AVID strategies.		By July 2013, 2 of our teachers will be trained to implement the AVID strategies. Monitoring the program will be ongoing.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time to implement the AVID strategies.	Fourth and fifth grade teachers will schedule two 30 minute sessions each week to implement the AVID strategies.	CRT, Assistant Principal and Principal will monitor the implementation of the AVID strategies.	Teachers and persons responsible for monitoring the implementation of the program will use the embedded AVID ASSESSMENT Tools to evaluate the students' progress, address areas of concern, and celebrate the success of students that utilize the program automatically.	AVID Assessment Tools

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AVID Strategies	4-5	CRT/AVID Coordinator	PLC	Monthly	Teachers will be required to keep documentation in AVID notebook of strategies and activities implemented in class.	CRT/AVID Coordinator Principal Asst. Principal

Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data			\$0.00
			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Destination College Implementation Goal(s)

## Read on Grade Level by Age Nine Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Read on Grade Level by Age Nine Goal Read on Grade Level by Age Nine Goal #1:	Goal is to ensure primary students have necessary skills to be successful readers.
2012 Current level:	2013 Expected level:
34% (41) of Pinewood's 3rd grade students scored a level 3+ on the 2012 FCAT.	40%(46)of Pinewood's 3rd grade students will score a level 3+ on the 2013 FCAT.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent comprehensive core curriculum in reading across the grade levels.	Obtain Imagine It materials for all classrooms. Train teachers in implementing Imagine It with fidelity. Implement Imagine It in all grade levels.	Principal CRT	Classroom observations Progress Monitoring	Imagine It assessments Benchmark Assessments FAIR FCAT
2	Inconsistent in early identification of at-risk students.	Build effective RtI infrastructure. Train staff in RtI procedures. Develop better tracking system of students. Expand RtI meetings to twice per month.	Principal RtI Team	Classroom observations Progress Monitoring RtI Tracking Tool	Imagine It assessments Benchmark Assessments FAIR FCAT

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of Read on Grade Level by Age Nine Goal(s)*

Math Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Math Goal Math Goal # 1:	Pinewood needs to increase the the number of proficient students.
2012 Current level:	2013 Expected level:
FCAT 2012 results showed that 37% (131)of the students at Pinewood scored a level 3 or higher on the FCAT 2012.	By June 2013, Pinewood will increase the number of students scoring a level 3 by 10% and level 4 and 5 by 5%.
Problem-Solving Process to Increase Student Achievement	



	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction gains geared to the low or middle percentage of learners	Differentiating Instruction	Math Coach Academic Coach CRT Assistan Principal Principal	Mini Assessments Winter Benchmark Classroom Observation	Edusoft Classroom Walkthroughs

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
ST Math Computer Based Program	Yearly Maintenance	General	\$3,500.00
			Subtotal: \$3,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$3,500.00</b>

*End of Math Goal(s)*

VPK Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. VPK Goal VPK Goal #1:	Our goal is to increase the ____percentage of VPK students scoring 70% or above on FIKRS to ____ in 2013 and to kindergarten ready.  Currently, we are waiting for FLKRS results.				
2012 Current level:	2013 Expected level:				
55% ( 11 out of 20) students attending VPK in 2012 enrolled in Kindergarten at Pinewood Elementary for the 2013 school year. % (__) scored 70% and above on FLKRS.	Increase by 3 to 5% - The Percent of VPK Students Who Will Enter Elementary School Ready Based on FLKRS Data (score 70% and above)				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students entering school without prerequisite skills in order to be successful in school.	Implement and monitor literacy skills(phonemic awareness and phonics)  Ongoing progress monitoring for letter and sounds  Ongoing progress monitoring fo math skills (Number Identification and counting)	Reading Coach VPK Teacher	Observation Lesson Plans CWTs	Pre Kindergarten Assessments

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Early Childhood Workshops	Prek	District Early Childhood Facilitators	Training	Monthly	Walk-throughs Lesson Plans	Principal AP

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of VPK Goal(s)

## Achievement Gap Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Achievement Gap Goal Achievement Gap Goal #1:	See Reading and Math Section 5A. Currently, we are waiting on the data from Department of Education
2012 Current level:	2013 Expected level:
See Reading and Math Section 5A. Currently, we are waiting on the data from Department of Education	See Reading and Math Section 5A. Currently, we are waiting on the data from Department of Education

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Using data to determine reading weakness	Reading Intervention during the school day. Small Group Instruction	Principal Assistant Principal Reading Coach CRT Science Teacher	Review data from Intervention Assessments, Edusoft, FAIR and FAIR Ongoing Progress Monitoring  Bi weekly monitoring of intervention	Edusoft and FAIR assessment will be viewed by the teacher on a regular basis via IMS website.  Intervention program mastery assessments.
2	New team members throughout the grade levels.	Afterschool Tutoring	Assistant Principal	Data from Edusoft,FAIR, After the Bell Pre and Post Assessment.	Edusoft and FAIR assessment will be viewed by the teacher on a regular basis via IMS website.
3	New team members understanding the standards/benchmarks.	Deconstruction of the standards	Principal Assistant Principal Reaching Coach CRT Science Teacher	Review data from Intervention Assessments, Edusoft, FAIR and FAIR Ongoing Progress Monitoring	Edusoft and FAIR assessment will be viewed by the teacher on a regular basis via IMS website.
4	Lack of foundation in basic math skills	Additional usage of computer-based math program ST Math (3-5)	Assistant Principal Math Coach	Analyzing reports from ST math	Program reports
5	Using data to determine math weakness	Documenting math intervention	Math Coach	Bi weekly monitoring of intervention	ST Math FASTT Math

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Strategies	K-5	Math Coach	PLC	Monthly	Teachers will provide documentation of student progress during PLC meetings.	Administration Math Coach
Differentiated Instruction	K-5	Coaches	PLC	Monthly	Teachers will be required to keep documentation of strategies they have attempted in their classroom and provide documentation.	Administration Resource Team

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Achievement Gap Goal(s)

Fine Arts Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Fine Arts Goal Fine Arts Goal # 1:	Pinewood has Art, Computer, Media, Music, and Physical Education as Fine Arts areas.
2012 Current level:	2013 Expected level:
Currently, Pinewood has 100% attendance of fine art areas for the 2012-2013 school year.	Pinewood hopes to maintain 100% of Fine Arts attendance.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Grade level fine art rotations every 5, 6, or 7 days.	Keeping accurate records of classes attending for consistency in lessons among all grade levels	Fine Arts Teachers Principal Assistant Principal	Team Meetings Grade Level Feedback	Classroom Walkthrough

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integrating Academic Vocabulary	K-5	CRT Math Coach Reading Coach	Fine Arts Teacher Teachers K-5	Monthly	Classroom lesson review Teacher Observations	PLC Leaders Principal

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Assessment/Progress Monitoring	Accelerated Reader Upgrade	General	\$4,100.85
Reading Assessment/Progress Monitoring	STAR Upgrade	General	\$4,100.85
			Subtotal: \$8,201.70
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$8,201.70

End of Fine Arts Goal(s)

ESE Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. ESE Goal

Our ESE students are making learning gains, however

ESE Goal #1:	there is a need to decrease the number of students who are referred to ESE services, inappropriately.
2012 Current level:	2013 Expected level:
In June 2012 there were 19(2.9%) of our students enrolled in ESE program, excluding speech and gifted.	By June 2013 there will be 12(1.9%) of our students enrolled in the ESE program, excluding speech and gifted.

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Continued guided implementation of the RTI process at all grade levels to promote effective implementation	All instructional staff will receive professional development training on the RTI process.  Support Teachers will be assigned to grades K-2 and 3-5, to provide specific RTI attention and guidance for teachers and identified students.	Reading Coach Math Coach CRT Principal Assistant Principal	Monitoring of bi-weekly RTI meetings, grade level RTI representation student performance data	RTI graphing, RTI action plans that address student deficits, formative and summative assessment results, progress monitoring data

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Rtl Training	K-5	Psychologist Staffing Coordinator	PLC Rtl Team Meetings	Monthly Bi-weekly	Review documentation and classroom walkthroughs	Principal Asst. Principal Staffing Coordinator

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
Subtotal:			\$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
Subtotal:			\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
Subtotal:			\$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of ESE Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Writing Assessment	Write Score	General	\$3,119.43
Destination College Implementation	No Data			\$0.00
ESE				\$0.00
				Subtotal: \$3,119.43
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Assessment/Progress Monitoring	Accelerated Reader Upgrade	General	\$4,100.85
Reading	Reading Assessment/Progress Monitoring	STAR Upgrade	General	\$4,100.85
Mathematics	ST Math Yearly Maintenance Fee	ST Math	General	\$3,500.00
Destination College Implementation				\$0.00
Math	ST Math Computer Based Program	Yearly Maintenance	General	\$3,500.00
Fine Arts	Reading Assessment/Progress Monitoring	Accelerated Reader Upgrade	General	\$4,100.85
Fine Arts	Reading Assessment/Progress Monitoring	STAR Upgrade	General	\$4,100.85
ESE				\$0.00
				Subtotal: \$23,403.40
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Write Tracks Professional Development Materials	Write Tracks	FL School Recognition	\$918.54
Writing	Write Tracks Professional Development	Write Tracks	FL School Recognition	\$5,036.70
Destination College Implementation				\$0.00
ESE				\$0.00
				Subtotal: \$5,955.24
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Planners/Folders	Educational Printing Materials	Title 1	\$4,534.00
Destination College Implementation				\$0.00
ESE				\$0.00
				Subtotal: \$4,534.00
				Grand Total: \$37,012.07

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school:  Yes  No



A reward school is any school that improves their letter grade or any school graded A.

[View uploaded file](#) (Uploaded on 9/28/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

Describe the activities of the School Advisory Council for the upcoming year

Our SAC will be developing Pinewood's School Improvement Plan for the upcoming school year. We will develop a needs assessment to determine the school climate and use the results to make necessary changes. The SAC will oversee the development of the operational process needed to reach the goals and meet benchmark standards. Additionally, SAC will develop an action plan and evaluators for each goal.

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Orange School District PINEWOOD ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	64%	78%	43%	249	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	64%			134	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	66% (YES)	70% (YES)			136	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					519	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Orange School District PINEWOOD ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	62%	81%	41%	246	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	67%			129	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	60% (YES)	80% (YES)			140	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					515	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested