

Polk County Public Schools

# Pinewood Elementary School



## 2018-19 Schoolwide Improvement Plan

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## Pinewood Elementary School

1400 GILBERT ST, Eagle Lake, FL 33839

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

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	D	C*

### School Board Approval

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

### SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

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

#### Provide the school's vision statement.

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

### School Leadership Team

#### Membership

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

Name	Title
Hippeli, Adam	Other
Starling, Meghan	Instructional Coach
Campbell, April	Principal
Barr, Jill	Other
Garcia, Mary	School Counselor
Cella, Camaran	Instructional Coach

#### Duties

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

The school leadership team roles and responsibilities include:

Data analysis and using the data to make decisions

Developing a climate of trust and reflection to engage colleagues in conversations about student learning data and ways to use data to improve instructional practices

Building relationship through communication through mentoring, collaboration and decision making

Coaching teachers for growth

Monitoring conditions for learning in the classrooms

Working effectively within systems, understanding decisions-making processes, and supporting school district and school priorities

Inspiring and mobilizing colleagues to achieve goals and implementing plans, collaborating with grade level teams and vertical teams

Maintaining focus on student achievement

The leadership team meets weekly to discuss the current status of the of the school in academic achievement, discipline, planning, and classroom instruction. The team discusses the data collected from classroom observations, grade level trends, and the teachers needing assistance, guidance, or modeling from the math

and/ or reading coach. The team also discusses which teachers would benefit from observing other

teachers to gain knowledge on classroom management, center activities, and/or teaching strategies. Weekly meetings also include the scheduling of the classrooms each member of the leadership team will observe in the following week. In addition, STAR data, Accelerated Readers data, and formative assessment data are reviewed at weekly meetings.

## Early Warning Systems

### Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	14	11	18	20	6	13	0	0	0	0	0	0	0	82
One or more suspensions	1	4	2	10	4	1	0	0	0	0	0	0	0	22
Course failure in ELA or Math	0	1	1	22	0	0	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	25	40	35	0	0	0	0	0	0	0	100

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	8	3	5	0	0	0	0	0	0	0	16

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	4	0	16	0	0	0	0	0	0	0	0	0	25
Retained Students: Previous Year(s)	4	3	0	15	0	0	0	0	0	0	0	0	0	22

#### Date this data was collected

Tuesday 6/26/2018

### Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	10	11	12	9	10	0	0	0	0	0	0	0	52
One or more suspensions	0	2	3	5	3	5	0	0	0	0	0	0	0	18
Course failure in ELA or Math	0	10	17	10	26	13	0	0	0	0	0	0	0	76
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Over age Students	0	0	0	1	3	1	0	0	0	0	0	0	0	5

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	2	1	2	2	0	0	0	0	0	0	0	8

#### Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	10	11	12	9	10	0	0	0	0	0	0	0	52
One or more suspensions	0	2	3	5	3	5	0	0	0	0	0	0	0	18
Course failure in ELA or Math	0	10	17	10	26	13	0	0	0	0	0	0	0	76
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Over age Students	0	0	0	1	3	1	0	0	0	0	0	0	0	5

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	2	1	2	2	0	0	0	0	0	0	0	8

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

Although the overall math achievement increased by 4 points, the lowest performing area was in the lowest 25th percentile learning gains. This subcategory shows a decrease of 6% from the previous year, indicating a trend. The 25th percentile learning gains shows a 15% negative differential from the state.

#### Which data component showed the greatest decline from prior year?

The greatest decline from prior year data was in the math learning gains of the lowest 25%. Learning gains decreased from 38% to 32%. The 2015-2016 score was 20%.

Subgroup data shows white students are stagnate and the number of students proficient each year in math and reading is not increasing.

#### Which data component had the biggest gap when compared to the state average?

In comparing Pinewood to the the state, the largest gap was 23 points in the area of math learning gains. The state was 59 and Pinewood was 36.

#### Which data component showed the most improvement? Is this a trend?

The greatest improvement was in the area of science with a 14 point increase. The past two years have shown an increase. The 16-17 increase was 6 points and this year's increase was 14 points.

In addition, the gap between all race subgroups has significantly narrowed. The gap in students with disabilities and ELL subgroups as not closed. There is a gap of 6 points or less between all race subgroups. However, the white subgroup has not moved which accounts for some of the gap being closed. In math, the gap is 9 point or less with the exception of the same two subgroups.

**Describe the actions or changes that led to the improvement in this area.**

The fifth grade team was restructured due to having two previous teams that lacked organizational skills, class room management skills, and stability . A math and English language arts team was moved from fourth to fifth grade. Both teachers have served at the school for many years, work well as a team, are strong in classroom management and develop good relationships with parents and students. A first grade teacher with a background in science, and passion for science was moved to fifth grade to teach multiple blocks of science. The stability and structure provided by the teacher changes lead to a decrease in behavior issues and more time on task int he classroom. The science teacher worked with the district science to create lessons plans. The implementation of inquiry -based lessons increased student engagement and ownership for learning.

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	55%	50%	56%	47%	48%	52%
ELA Learning Gains	53%	51%	55%	41%	49%	52%
ELA Lowest 25th Percentile	45%	45%	48%	35%	42%	46%
Math Achievement	58%	58%	62%	45%	54%	58%
Math Learning Gains	36%	56%	59%	27%	52%	58%
Math Lowest 25th Percentile	32%	44%	47%	20%	41%	46%
Science Achievement	42%	53%	55%	22%	46%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	14 (0)	11 (10)	18 (11)	20 (12)	6 (9)	13 (10)	82 (52)
One or more suspensions	1 (0)	4 (2)	2 (3)	10 (5)	4 (3)	1 (5)	22 (18)
Course failure in ELA or Math	0 (0)	1 (10)	1 (17)	22 (10)	0 (26)	0 (13)	24 (76)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	25 (0)	40 (0)	35 (0)	100 (0)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	54%	51%	3%	57%	-3%
	2017	57%	53%	4%	58%	-1%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2018	54%	48%	6%	56%	-2%
	2017	50%	51%	-1%	56%	-6%
Same Grade Comparison		4%				
Cohort Comparison		-3%				
05	2018	48%	50%	-2%	55%	-7%
	2017	27%	44%	-17%	53%	-26%
Same Grade Comparison		21%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	62%	56%	6%	62%	0%
	2017	71%	58%	13%	62%	9%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2018	52%	57%	-5%	62%	-10%
	2017	62%	60%	2%	64%	-2%
Same Grade Comparison		-10%				
Cohort Comparison		-19%				
05	2018	51%	56%	-5%	61%	-10%
	2017	20%	47%	-27%	57%	-37%
Same Grade Comparison		31%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	41%	51%	-10%	55%	-14%
	2017					
Cohort Comparison						

### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	43	56	39	34	31	20				
ELL	43	62	71	49	41	31	10				



**2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS**

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	55	49		58	27	8	19				
HSP	51	58	63	54	42	33	34				
WHT	59	49	23	63	34	46	56				
FRL	53	53	47	58	37	33	42				

**2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS**

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	19	31	42	29	29	20					
ELL	24	26	20	36	26	29					
BLK	39	43	57	47	41	33	17				
HSP	40	36	36	47	38	42	30				
WHT	59	49	48	63	42	38	33				
FRL	44	41	48	51	43	41	24				

**Part III: Planning for Improvement**

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

**Areas of Focus:**

Activity #1	
<b>Title</b>	Improve Core Instruction
<b>Rationale</b>	By improving core instruction, proficiency and learning gains will increase. Content knowledge and pedagogy will strengthen as well as the use of high yield strategies in the classroom. Teachers will reflect on the practices of teaching and learning to improve core instruction. The expectations and level of rigor at each grade level needs to increase to a level that requires students to complete more difficult tasks independently and with out teacher guidance. Improving core instruction will require teachers to move from presenting knowledge to facilitating tasks and activities that actively engage students in activities that go beyond recall and understand to analyze, create, and utilize their knowledge. Writing across the content areas requires students to show their level of understand and is necessary to promote growth and high achievement.
<b>Intended Outcome</b>	<p>The intended outcome is to increase the percent of students proficient and increase learning gains in grades K-2 according to STAR Early Literacy, STAR reading, and STAR math assessments.</p> <p>The intended outcome is to increase the percent of students proficient and increase learning in grades 3-5 according to STAR reading, STAR math, and FSA assessments.</p> <p>The intended outcome is to increase the overall effectiveness of core instruction in the classroom for all teachers, K - 5 as measured by formative and summative assessments.</p>
<b>Point Person</b>	Adam Hippeli (adam.hippeli@polk-fl.net)
<b>Action Step</b>	
<b>Description</b>	<p>-Ensure that all tasks and assignments are aligned to the standards based on discussions during planning about the standards and reaching the depth. The Title One funded reading and math coach, will lead planning session twice a week. The focus of these sessions will be on what students need to be able to do in order to show mastery of the standard. The discussion will breakdown the various activities that students will participate in that lead build to mastery.</p> <p>-Collaborate using rubrics and samples to analyze student work and discuss teaching strategies that lead to standard mastery. During planning sessions, the coaches will facilitate discussions centered around the previous week's student work samples. Scoring the work will be based on rubrics that aligned to the depth of the standard.</p> <p>-Use data from formative and weekly assessments as well as benchmark assessments, such as STAR, to make informed decisions placing students in differentiated groups to show learning gains and/or proficiency. Data chats based on formative assessments will take place during one of the weekly planning sessions. Based on the data, teachers will form skill groups and enrichment groups for the upcoming week. Extended data chats will take place after each STAR assessment to track individual student progress, grade level progress, and grade level trends. Title One funds will be used to fund substitutes for each of the STAR assessment data chats. Title One funds will all so be used to provide extended learning to students who are not proficient and/or not making learning gains. Title One funds will be used to purchase materials for extended learning instruction and instructional supplies needed. Title One funds will be used to fund two paraprofessionals who will provide reteaching and remediation to students who are not making progress according to formative and benchmark assessments. Additionally, Title I funds will be used to fund 40% of a Network Manager to assist with instructional technology used in the lab and classrooms.</p> <p>- ELA and Math coach facilitating coaching continuum with identified teachers to improve and reflect on lesson delivery and effectiveness.</p>

- Model lessons delivered by coaches with reflective learning by teachers in order to obtain new effective teaching strategies.
- Title One Funds will be used to provide field trips that enhance and enrich core curriculum.

**Person Responsible** Meghan Starling (meghan.starling@polk-fl.net)

#### Plan to Monitor Effectiveness

**Description**

- Administrative team walk through schedules with feedback on the conditions for learning with core instruction.
- Data chats with individual teachers quarterly using and the STAR reading and math data and setting goals for individual students and specific students placed in groups based on data.
- Lesson plans showing evidence of researched based best practices, strong content knowledge and differentiated/small group instruction.
- Coaches providing feedback to the leadership team on the fidelity of the core instruction action plan.
- Coaching continuum logs showing ongoing growth with teachers.

**Person Responsible** April Campbell (april.campbell@polk-fl.net)

Activity #2	
<b>Title</b>	Improve the learning environment conditions
<b>Rationale</b>	Improving the learning environment conditions will build and maintain effective relationships with students and parents, establish high expectations for all students with adherence to rules and procedures which will increase student engagement and achievement.
<b>Intended Outcome</b>	The intended outcome is to improve the learning environment conditions and bridge the gap from home to school as measured by climate surveys, attendance sheets at events and observations on campus. Through improving the learning environment conditions overall student engagement will rise, followed by summative scores on statewide and district wide assessments in all grades.
<b>Point Person</b>	April Campbell (april.campbell@polk-fl.net)
<b>Action Step</b>	
<b>Description</b>	<ul style="list-style-type: none"> <li>- Parent communication regarding discipline will primarily take place through Class Dojo and the use of student agendas which are purchased using Title One funds. The PBIS team revised the the process for monitoring student behavior. Each teacher will be required to record how well students meet the expectations using the Class Dojo system. This will provide consistency throughout the school and allow administration to view the fidelity with which teachers are collecting data. The data will allow the leadership and PBIS team to track the areas where the school-wide-expectations are being met, and the students who are/ are not meeting the expectations. The goal is to reduce the number of referrals by 20% as compared to the the 2017-2018 referral number.</li> <li>-The incentives for PBIS awards and the frequency in which they occur will be increased. Individual incentives will take place each monthly with Fun Friday. Class incentives will take place approximately every 4-6 weeks.</li> <li>-Title I Funds will be used to provide Parent Engagement science nights with Orlando Science. A K-2 and 3-5 Science Night with Orlando Science Center will be held to increase parent involvement and provide parents with knowledge of science content. Title One funds will be used to provide refreshments for science nights.</li> <li>-To help establish parent relationships, dads will be invited to bring their child to school and and join them for doughnuts on "Dad's Take Your Child to School " day. This will allow teachers and staff to interact with parents in a relaxed not threatening setting and be a face to face contact before conferences discussing academic performance. Title One funds will be used to purchase doughnuts and other refreshments.</li> <li>-To increase the number of students in attendance 95% or more of the time, numerous incentives are in place for all students. Horace Mann Insurance has donated two bikes to be used in a drawing the last week of school. All students with perfect attendance will be entered in the bike drawing. To help establish the habit of attending school daily, all students who are present the first 21 days of school will receive an attendance pencil. At the end of each grading period students with perfect attendance will receive an incentive. Students with fewer than five absences will be participants in the annual Shaving Cream War with faculty and staff.</li> <li>-Students identified by prior year attendance data as being in attendance less than 90% of the time will participate in the "Charm Collectors Club". These students will check in daily with the principal and chart their attendance. Students will have the opportunity to earn charms for a charm ring.</li> </ul>
<b>Person Responsible</b>	Camaran Cella (camaran.cella@polk-fl.net)
<b>Plan to Monitor Effectiveness</b>	

<b>Description</b>	-The leadership team will review discipline reports monthly. Areas, classrooms, and/or students with multiple incidents will be discussed and plan of action will be developed to decrease the incidents.
	- PBIS team will monitor distribution of incentives for consistency and reliability.
<b>Description</b>	-The leadership team will review attendance reports monthly.
	- Attendance sign-in sheets for Dads Take your Child to School and Orlando Science Center Nights will be collected and reviewed.
	- Parent feedback survey for Orlando Science Center nights.
	- Climate survey feedback at the end of the school year.
<b>Person Responsible</b>	April Campbell (april.campbell@polk-fl.net)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

See Parent Involvement plan

#### PFEP Link

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

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

The school guidance counselor is a major resource of providing social and emotional needs for students and families through many means. Homeless families are served through the HEARTH program; the school's contact with outside agencies provides much needed gifts and supplies for low socioeconomic students; the school initiates partnerships with community civic organizations to provide school supplies, uniforms, and medical services for Pinewood students. The guidance counselor, school psychologists, and social worker assists in meets students' social and emotional needs as they arise throughout the year.

The school also participates with Agape Food Bank in their back pack program. Children identified as in need of food are offered a backpack every Friday. The backpack is filled with food for the weekend.

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

1. Kindergarten Round-up: a designated week in April for parents to complete registration packets and get a tour of the school campus. One night during that week will be open for parents to come in with their students to meet the teachers, tour the classrooms, and get important information to help their children make a smooth transition into Kindergarten.

2. Remind message and flyers are sent to the homes of currently enrolled students. Area church leaders and preschools are contacted to assist with the promotion of Kindergarten Round-Up. They are provided posters and flyers to distribute.

3. Posts are made on Facebook and the school website to encourage parents to spread the word about upcoming kindergarten round up.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

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

#### Title I, Part C - Migrant

Migrant students are assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned with high percentages of migrant students, monitor the progress of students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students for the MEP and help provide support in services.

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

#### Title II

Professional development resources are available to Title I schools through Title II funds. School Technology Services provide technical support, technology training, licenses for software programs and web based access via Title II-D funds.

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

#### Title IX - Homeless

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

#### Violence Prevention Programs

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

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

N/A

## Part V: Budget

Total:	\$0.00
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