

Polk County Public Schools

# Pinewood Elementary School



## 2019-20 Schoolwide Improvement Plan

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# Pinewood Elementary School

1400 GILBERT ST, Eagle Lake, FL 33839

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

## Demographics

**Principal: April Campbell**

Start Date for this Principal: 7/1/2014

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (55%) 2017-18: C (46%) 2016-17: C (42%) 2015-16: D (34%) 2014-15: C (50%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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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)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	C	C	D

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### SIP Authority

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<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	Job Duties and Responsibilities
Hippeli, Adam	Other	<p>Data analysis and using the data to make decisions</p> <p>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</p> <p>Building relationship through communication through mentoring, collaboration and decision making</p> <p>Coaching teachers for growth</p> <p>Monitoring conditions for learning in the classrooms</p> <p>Working effectively within systems, understanding decisions-making processes, and supporting school district and school priorities</p> <p>Inspiring and mobilizing colleagues to achieve goals and implementing plans, collaborating with grade level teams and vertical teams</p> <p>Maintaining focus on student achievement</p> <p>Communicate with stakeholders and community members (SAC, Winter Haven Chamber Meetings) monthly</p>
Starling, Meghan	Instructional Coach	<p>Data analysis and using the data to make instructional decisions and the MTSS process</p> <p>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</p> <p>Building relationship through communication through mentoring, collaboration and decision making</p> <p>Coaching teachers for growth</p> <p>Monitoring conditions for learning in the classrooms</p> <p>Working effectively within systems, understanding decisions-making processes, and supporting school district and school priorities</p> <p>Inspiring and mobilizing colleagues to achieve goals and implementing plans, collaborating with grade level teams and vertical teams</p> <p>Maintaining focus on student achievement</p> <p>Weekly collaborative planning sessions and PLC's with teachers and staff</p> <p>Attendance at professional development (monthly)</p>
Campbell, April	Principal	<p>Data analysis and using the data to make decisions</p> <p>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</p> <p>Building relationship through communication through mentoring, collaboration and decision making</p> <p>Coaching teachers for growth</p> <p>Monitoring conditions for learning in the classrooms</p> <p>Working effectively within systems, understanding decisions-making processes, and supporting school district and school priorities</p> <p>Inspiring and mobilizing colleagues to achieve goals and implementing plans, collaborating with grade level teams and vertical teams</p> <p>Maintaining focus on student achievement</p> <p>Communicate with stakeholders and community members (SAC, Winter Haven Chamber Meetings) monthly</p>



Name	Title	Job Duties and Responsibilities
Barr, Jill	Other	<p>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</p> <p>Building relationship through communication through mentoring, collaboration and decision making</p> <p>Working effectively within systems, understanding decisions-making processes, and supporting school district and school priorities</p> <p>Inspiring and mobilizing colleagues to achieve goals and implementing plans, collaborating with grade level teams and vertical teams</p> <p>Monitoring circulation of books</p> <p>Monitoring, motivating and tracking the progress of the Accelerated Reader program</p>
Garcia, Mary	School Counselor	<p>Data analysis and using the data to make decisions for the MTSS process</p> <p>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</p> <p>Building relationship through communication through mentoring, collaboration and decision making</p> <p>Coaching teachers for growth</p> <p>Monitoring conditions for learning and the implementation of the Sanford Harmony in the classrooms</p> <p>Working effectively within systems, understanding decisions-making processes, and supporting school district and school priorities</p> <p>Inspiring and mobilizing colleagues to achieve goals and implementing plans, collaborating with grade level teams and vertical teams</p>
Cella, Camaran	Instructional Coach	<p>Data analysis and using the data to make instructional decisions and the MTSS process</p> <p>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</p> <p>Building relationship through communication through mentoring, collaboration and decision making</p> <p>Coaching teachers for growth</p> <p>Monitoring conditions for learning in the classrooms</p> <p>Working effectively within systems, understanding decisions-making processes, and supporting school district and school priorities</p> <p>Inspiring and mobilizing colleagues to achieve goals and implementing plans, collaborating with grade level teams and vertical teams</p> <p>Maintaining focus on student achievement</p> <p>Weekly collaborative planning sessions and PLC's with teachers and staff</p> <p>Attendance at professional development (monthly)</p>

## Early Warning Systems

### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	115	125	98	109	94	101	0	0	0	0	0	0	0	642
Attendance below 90 percent	0	27	11	12	8	8	0	0	0	0	0	0	0	66
One or more suspensions	0	2	2	6	5	2	0	0	0	0	0	0	0	17
Course failure in ELA or Math	0	21	7	18	7	0	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	23	15	22	0	0	0	0	0	0	0	60

#### The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	4	0	14	0	2	0	0	0	0	0	0	0	20

#### 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	1	0	0	14	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	3	0	1	0	0	0	0	0	0	0	4

#### FTE units allocated to school (total number of teacher units)

32

#### Date this data was collected or last updated

Wednesday 8/21/2019

#### Prior Year - 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	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 with two or more early warning indicators:

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

#### Prior Year - 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	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 with two or more early warning indicators:**

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

## Part II: Needs Assessment/Analysis

### 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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	55%	51%	57%	48%	51%	55%
ELA Learning Gains	57%	51%	58%	43%	53%	57%
ELA Lowest 25th Percentile	57%	49%	53%	45%	50%	52%
Math Achievement	65%	57%	63%	54%	58%	61%
Math Learning Gains	63%	56%	62%	41%	57%	61%
Math Lowest 25th Percentile	44%	47%	51%	38%	49%	51%
Science Achievement	46%	47%	53%	28%	46%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	115 (0)	125 (0)	98 (0)	109 (0)	94 (0)	101 (0)	642 (0)
Attendance below 90 percent	0 (14)	27 (11)	11 (18)	12 (20)	8 (6)	8 (13)	66 (82)
One or more suspensions	0 (1)	2 (4)	2 (2)	6 (10)	5 (4)	2 (1)	17 (22)
Course failure in ELA or Math	0 (0)	21 (1)	7 (1)	18 (22)	7 (0)	0 (0)	53 (24)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	23 (25)	15 (40)	22 (35)	60 (100)

### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	55%	52%	3%	58%	-3%
	2018	54%	51%	3%	57%	-3%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	58%	48%	10%	58%	0%
	2018	54%	48%	6%	56%	-2%
Same Grade Comparison		4%				
Cohort Comparison		4%				
05	2019	46%	47%	-1%	56%	-10%
	2018	48%	50%	-2%	55%	-7%
Same Grade Comparison		-2%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	73%	56%	17%	62%	11%
	2018	62%	56%	6%	62%	0%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	70%	56%	14%	64%	6%
	2018	52%	57%	-5%	62%	-10%
Same Grade Comparison		18%				
Cohort Comparison		8%				
05	2019	48%	51%	-3%	60%	-12%
	2018	51%	56%	-5%	61%	-10%
Same Grade Comparison		-3%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	44%	45%	-1%	53%	-9%
	2018	41%	51%	-10%	55%	-14%
Same Grade Comparison		3%				
Cohort Comparison						

### Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	31	50	47	41	45	42	25				

2019 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 2017-18	C & C Accel 2017-18
ELL	42	46	60	65	65	46	19				
BLK	45	67	67	54	58	50	38				
HSP	53	55	47	67	65	45	41				
WHT	61	54	53	69	66	38	58				
FRL	47	52	55	59	56	47	39				
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				
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				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	458
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The lowest performing data component was grade 5, ELA. The contributing factor to last year's low performance was students coming in performing at a higher level than previous years and tasks were not aligned to the depth of the standard. This is a trend not only in our school, but throughout the district.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The data component that showed the greatest decline from the prior year was 5th grade, ELA proficiency. The contributing factor to last year's low performance was students coming in performing at a higher level than previous years and tasks were not aligned to the depth of the standard. This is a trend not only in our school, but throughout the district.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The data component that had the greatest gap when compared to the state average is 5th grade mathematics. The contributing factor was the amount of time scheduled for mathematics as well as the number of students assigned to each teacher in mathematics.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The data component that showed the most improvement was mathematics learning gains. The new actions we took in this area was to breakdown the math block to include fluency and small group instruction, aligning tasks to the depth of the standard and creating quality assessments.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Reflection on the EWS data, one potential area of concern is course failure.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Course failure
2. Classroom culture
3. Small group instruction
4. Attendance
- 5.

### **Part III: Planning for Improvement**

**Areas of Focus:**



#1	
<b>Title</b>	Improve Core ELA 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>State the measurable outcome the school plans to achieve</b>	Based on ESSA and progress monitoring, students with disabilities are deficient in in ELA proficiency. The overall ELA proficiency is 55%, and students with disabilities is 31%. The goal is to move the overall proficiency from 55% to 60% proficient and from 31% to 41% for the SWD subgroup. Additionally primary students are not exiting their grade level with the skills needed to be a fluent reader. According to the 2018-2019 end of the year STAR Reading data, 40% of K - 2 students exited the school year as a probable reader. The goal is to move to 60% of students exiting the 2019 - 2020 school year as a probable reader with 2nd exiting 100% of students as a probable reader.
<b>Person responsible for monitoring outcome</b>	April Campbell (april.campbell@polk-fl.net)
<b>Evidence-based Strategy</b>	In Kindergarten the use of research based program by Wiley Blevins for phonics instruction and intervention. Reading interventionist working with identified students as low performing on STAR assessments. All ESE teachers attending collaborative planning alongside their general education counterparts.
<b>Rationale for Evidence-based Strategy</b>	In order to increase overall student achievement research indicates the need for students to receive phonics instruction using a systematic phonics program. The leadership team attended the LSI conference prior the beginning of the school year. The reading experts presenting all pointed to the impact a systematic program has on overall reading proficiency.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. The ESE inclusion teacher will participate in collaborative planning and plan differentiated activities with the regular education teacher for the SWD.</li> <li>2. The ESE inclusion teacher will work with small groups during the same time the regular education teacher is working with small groups.</li> <li>3. Paraprofessionals will be trained on strategies to use when working with small groups.</li> <li>4. The substitute Reading Interventionist will provide small group reteaching to students in grades K-2 based on STAR Assessment scores and progress monitoring data.</li> <li>5. Wiley Blevins systematic phonics program will be used in all kindergarten classrooms.</li> <li>6. The Reading Coach will lead weekly planning sessions for each grade that will include ESE teachers,</li> <li>7. Coaches will co-teach and/or model in classrooms.</li> <li>8. The leadership team and a team of teachers will attend LSI training in Orlando to support, strengthen, and lead the implementation of Marzano.</li> </ol>

9. To provide background experiences and build vocabulary, grade level will participate in field trips. Bok Tower, Legoland, Winter Haven Community Theater)
10. Reading centers games will be purchased and printed to increase mastery of grade level skills.
11. Additional lower level books will be purchased for the media center.
12. The district print shop will print quarterly newsletters and brochures as needed.
13. Reading Wonders Assessments will be printed by the district print shop. These assessments will be part of progress monitoring.
14. An online subscription of A-z will be purchase to provide differentiated reading materials.
15. Additional planning sessions for grade levels with substitutes covering classrooms.
16. The purchase of the Fresh Look at Phonics books for staff by Wiley Blevins.
17. The purchase of the Know Better Do Better books for staff by David and Meredith Liben.
18. The use of substitutes for teachers to attend full planning days with instructional coaches.

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

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#2	
<b>Title</b>	Improve Core Math 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>State the measurable outcome the school plans to achieve</b>	Based on ESSA and progress monitoring, Students with disabilities are deficient in in Math proficiency. The overall Math proficiency is 65%, and students with disabilities is 41%. The goal is to move the overall proficiency from 65% to 68% proficient and from 41% to 45% for the SWD subgroup. According to the 2018-2019 end of the year STAR math data, 68% of grades 1 and 2 students exited the school year as proficient. The goal is to move to 70% of students in grades 1 and 2 exiting the 2019 - 2020 school year as proficient.
<b>Person responsible for monitoring outcome</b>	[no one identified]
<b>Evidence-based Strategy</b>	Daily math fact fluency activities to increase foundational skills in order for students to complete complex tasks and problems. Weekly progress monitoring to track mastery of state standards. 5E math lessons with manipulatives that align to learning targets/standards.
<b>Rationale for Evidence-based Strategy</b>	Foundational skills must be mastered before students are able to advance to more complex problems and word problems. Hands on learning with manipulatives and visuals provides students with different modalities of learning to increase student achievement.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. ESE inclusion teachers will participate in collaborative planning and plan differentiated activities with the regular education teacher for the SWD.</li> <li>2. ESE inclusion teachers will work with small groups during the same time the regular education teacher is working with small groups.</li> <li>3. ESE self-contained teachers will participate in collaborative planning with the regular education teaches.</li> <li>4. The computer based program Freckle will be used to identify individual student deficient math standards and set an individualize instruction path for the student.</li> <li>5. The math coach will meet weekly to lead planning sessions with each grade level. ESE teachers will also participate in the planning sessions.</li> <li>7. The math coach will co-teach and/or model math lessons.</li> <li>8. Math manipulatives and games will be purchased for math instruction.</li> <li>9.General supplies (markers, copy paper, charts,) will be purchased to use in math whole group and small group instruction.</li> <li>10. Fluency games printed and laminated.</li> <li>11. Additional planning sessions for grade levels with substitutes covering classrooms.</li> </ol>

12. The use of substitutes for teachers to attend full planning days with instructional coaches.

**Person Responsible** Adam Hippeli (adam.hippeli@polk-fl.net)

### #3

**Title** Build A Positive Home/School Climate

**Rationale** Research indicates that rapport and relationships with students as well as home school communication help to increase student engagement and engagement in school increases student achievement.

**State the measurable outcome the school plans to achieve**

Higher attendance rates at school, parent events and PBIS events.  
Decrease in discipline referrals.  
Increase in positive climate survey results.

**Person responsible for monitoring outcome** [no one identified]

**Evidence-based Strategy** Continually communicating, inviting and working with parents and families to promote positive relationships and behavior will have a direct impact on student achievement.

**Rationale for Evidence-based Strategy** Hearing Manny Scott speak at the leadership retreat, reaffirmed that students need positive relationships and strong communication in order to be successful in school. The evidence used will be sign in sheets, attendance logs climate surveys, number of referrals and attendance at PBIS events.

### Action Step

**Description**

1. Pro Kids Show
2. Parent/Student Academic Activity Nights will be held by each grade level. Parent nights will provide parents with an overview of academic expectations and strategies to use to assist students at home. Refreshments will be served,
3. To welcome kindergarten parents and build positive relationship, a Boo Hoo Yahoo breakfast will take place the first day of school. Kindergarten parents will join administrators for breakfast after taking their child to their classroom
4. Dads Take your Child to School
5. Student planners will be used daily to increase home school communication.
6. Flyers and newsletters will be sent home to keep parents informed of school events.
7. Postage will be used to communicate with parents as needed.
8. Sanford Harmony program
9. The purchase of the Power of Student Teams book for all staff by Michael Toth and David Sousa
10. The purchase of the Teach Like a Pirate book for all staff.
11. Communicate with parents and families via Class Dojo.
12. The use of CHAMPS and PBIS.

**Person Responsible** Adam Hippeli (adam.hippeli@polk-fl.net)

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

School safety will be improved by the use of the school guardian, mandatory lock down and fire drill training as well as online learning with the ERIP system.

## 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 Schoolwide Improvement Plan 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.**

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

### 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.**

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources:

- PBIS is used to promote and reward positive behavior and positive choices. Students are rewarded monthly and quarterly with events earned by positive behavior.

Drum Beat is a music program used with 5th grade students. It teaches students to express themselves through music and works to improve their social and emotional well being.

Harmony lessons are used in every classroom daily to promote relationships and teach social and emotional skills, and self regulation These lessons allow students to interact with peers, develop problem solving skills, and promote social interactions.

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

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.

Kindergarten parents and families are invited to a Boo Hoo Ya Hoo breakfast on the 1st day of school to comfort and become acclimated with the school.

Flyers and DOJO messages are sent to the homes of currently enrolled students. In addition, area churches and preschools are contacted to assist with the promotion of Kindergarten Round-Up. They are provided posters and flyers to distribute.

Administrators post on Facebook and the school website to encourage parents to spread the word about upcoming kindergarten round up.

Middle school administrators and guidance counselors meet with 5th grade students to discuss programs offered at their schools.

5th graders and families are invited to a spring open house at their respective middle school.

5th grade students and parents are invited to a end of the year ceremony where awards and scholarships are given.

**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 finds 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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Improve Core ELA Instruction	\$0.00
2	III.A.	Areas of Focus: Improve Core Math Instruction	\$0.00
3	III.A.	Areas of Focus: Build A Positive Home/School Climate	\$0.00
Total:			\$0.00