

Martin County School District

Pinewood Elementary School



2019-20 Schoolwide Improvement Plan

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Pinewood Elementary School

5200 SE WILLOUGHBY BLVD, Stuart, FL 34997

martinschools.org/o/pes

Demographics

Principal: Susanna Deutsch

Start Date for this Principal: 5/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (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*
School Grades History	2018-19: B (59%) 2017-18: B (55%) 2016-17: B (58%) 2015-16: B (56%) 2014-15: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Martin 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.

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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p>2018-19 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">97%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">60%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	B

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.

The mission of Pinewood Elementary School is to Educate All Students for Success.

Provide the school's vision statement.

The vision of Pinewood elementary School is to build a dynamic educational system of success.

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
Radcliff, Jennifer	Principal	Increase student proficiencttps://www.floridacims.org/plans/35163/edit/26005#abody1y through quality staff development and use of instructional materials.
Muto, Vanessa	School Counselor	
Asciutto-Houck, Andrea	Instructional Coach	
Parker, Jennifer	Instructional Coach	
Morris, Patty	Assistant Principal	
Morrell, Aimee	Assistant Principal	
Mannion, Maureen	Instructional Coach	
Davis, Lori		

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	124	120	123	154	122	137	0	0	0	0	0	0	0	780
Attendance below 90 percent	24	15	26	14	9	14	0	0	0	0	0	0	0	102
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	1	3	20	4	0	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	20	42	25	0	0	0	0	0	0	0	87

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	20	4	2	0	0	0	0	0	0	26

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		0	0	0	21	0	0	0	0	0	0	0	0	21
Students retained two or more times		0	0	0	3	0	0	0	0	0	0	0	0	3

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

43

Date this data was collected or last updated

Tuesday 8/20/2019

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	19	14	8	17	9	8	0	0	0	0	0	0	0	75
One or more suspensions	0	0	4	1	0	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	28	22	32	0	0	0	0	0	0	0	82
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	4	3	0	0	0	0	0	0	9

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	19	14	8	17	9	8	0	0	0	0	0	0	0	75
One or more suspensions	0	0	4	1	0	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	28	22	32	0	0	0	0	0	0	0	82
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	4	3	0	0	0	0	0	0	0	9

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	48%	58%	57%	52%	59%	55%
ELA Learning Gains	60%	59%	58%	63%	61%	57%
ELA Lowest 25th Percentile	63%	56%	53%	58%	54%	52%
Math Achievement	61%	65%	63%	64%	67%	61%
Math Learning Gains	73%	65%	62%	66%	67%	61%
Math Lowest 25th Percentile	59%	53%	51%	63%	55%	51%
Science Achievement	48%	58%	53%	40%	55%	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	124 (0)	120 (0)	123 (0)	154 (0)	122 (0)	137 (0)	780 (0)
Attendance below 90 percent	24 (19)	15 (14)	26 (8)	14 (17)	9 (9)	14 (8)	102 (75)
One or more suspensions	0 (0)	0 (0)	0 (4)	0 (1)	0 (0)	0 (1)	0 (6)
Course failure in ELA or Math	0 (0)	1 (0)	3 (0)	20 (0)	4 (0)	0 (0)	28 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	20 (28)	42 (22)	25 (32)	87 (82)

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	41%	54%	-13%	58%	-17%
	2018	49%	57%	-8%	57%	-8%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	51%	57%	-6%	58%	-7%
	2018	50%	55%	-5%	56%	-6%
Same Grade Comparison		1%				
Cohort Comparison		2%				
05	2019	47%	55%	-8%	56%	-9%
	2018	57%	58%	-1%	55%	2%
Same Grade Comparison		-10%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	32%	58%	-26%	62%	-30%
	2018	56%	63%	-7%	62%	-6%
Same Grade Comparison		-24%				
Cohort Comparison						
04	2019	73%	67%	6%	64%	9%
	2018	65%	64%	1%	62%	3%
Same Grade Comparison		8%				
Cohort Comparison		17%				
05	2019	68%	64%	4%	60%	8%
	2018	64%	64%	0%	61%	3%
Same Grade Comparison		4%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	46%	53%	-7%	53%	-7%
	2018	56%	54%	2%	55%	1%
Same Grade Comparison		-10%				
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	29	49	47	37	58	53	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	26	52	64	42	69	62	18				
ASN	58	60		83	80						
BLK	44	65		47	76						
HSP	38	58	60	48	71	60	36				
MUL	50	80		58	73						
WHT	58	59	58	75	73	59	58				
FRL	35	56	65	48	70	58	38				
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	35	50	57	43	53	31	27				
ELL	32	54	50	37	47	38	26				
ASN	69			92							
BLK	68	50		64	39						
HSP	41	61	57	46	49	38	32				
MUL	52	53		58	67						
WHT	62	54	77	78	68	50	78				
FRL	53	57	60	63	58	37	58				
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	12	43	58	31	47	53	11				
ELL	19	45	53	42	61	61	28				
ASN	62			92							
BLK	72	93		60	64						
HSP	38	61	59	52	61	60	33				
MUL	53	45		60	82						
WHT	61	61	43	74	68	57	45				
FRL	45	58	56	56	59	56	37				

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)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	464

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	48
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	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	58
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	53
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	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	63
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	52
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 data component showing the lowest performance in the 2018-2019 school year is ELA with a proficiency level.

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

The data components showing the greatest decline is Science going from 59% achievement to 48%. The factor that contributed to this could be the fact that we went from departmentalizing to self contained last year but based on the data went back to a departmentalization model.

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.

Our ELA Achievement was the area that had the greatest gap when compared to the state average. We would attribute that to the large decline in 3rd and 5th grade proficiency.

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 the lowest quartile learning gains math. We created a lowest quartile mentor program and focused on meeting with those students to have data chats, growth mindset work and small groups strategy lessons.

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

One area of concern is the number of students scoring level 1 in grades 3-5 (87 students). A second area of concern is the number of students in K-2 whose attendance falls below 90% (65 students).

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

1. ELA Achievement
2. Science Achievement
3. Math Achievement
4. Attendance in grades k-2
5. ELL subgroup for Science Achievement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA
Rationale	48% of students in grades 3-5 scored in levels 3-5 on the 2018 administration of the ELA Florida Standards Assessment.

State the measurable outcome the school plans to achieve 52% of students will score at level 3 or higher on the 2019 administration of the ELA Florida Standards Assessment.

Person responsible for monitoring outcome Andrea Ascitutto-Houck (asciuta@martin.k12.fl.us)

- Evidence-based Strategy**
1. Small Group Differentiated Instruction
 2. Coaching cycles for standards based instruction to build the literacy block
 3. Word Study and Phonics/ Phonological awareness curriculum implementation
 4. Additional ELA Differentiated Instructional time for third grade

When looking at school data, we saw a drop in our ELA scores. We went from 54% proficient to 48% proficient. We also realized that we did not meet district or state overall scores. The district received 58% on or above proficiency, and the state was at 57% on or above proficiency.

Rationale for Evidence-based Strategy

1. We selected small group differentiated instruction because we want to use individual student data to develop individualized student plans for instruction. We want to focus on guided reading, strategy lessons, and conferring with readers.

2. We know using coaching cycles is an effective strategy because we want to coach teachers to teach to the rigor of the standards and to feel proficient in delivery of instruction.

3. Student data shows a deficit in phonics and we are addressing this with Heggerty Phonological Awareness program for K-1, Foundations for K-2, and Words Their Way for grades 3-5.

4. We have provided an alternate schedule for third grade that provides additional time for differentiated instruction.

Action Step

1. Literacy coaching cycles to build core instruction. Teachers will use the Reading and Writing Units of Study to teach students at the core. Coaches will support through continued coaching cycles to ensure lessons are properly implemented and aligned with the Florida Standards.

Description

2. Professional Development for Differentiation: Strategy Lessons and/or Guided Reading will be supported in K-5 classrooms. Coaches will guide teachers in professional development around these types of differentiation based on data analysis and follow up with coaching cycles to assist with implementation.

3. Teachers in Grades 3-5 will receive training on explicitly planning phonics and word

study.

4. Foundations will be implemented in grades K-2 to support achievement in phonics, word study, high frequency word study, handwriting, spelling, vocabulary, and fluency. K-1 will support their word work time with Heggerty Phonological awareness program. This will be supported by the Literacy Coach.

5. Oral language and vocabulary development will continue to be supported by embedding strategies into all literacy and content area professional development opportunities in efforts to bridge the gap in vocabulary growth and proficiency for all students .

6. Supporting English Language Learners: Coaches will work to provide multiple professional development opportunities around supporting our EL students. Teachers will receive training around understanding and using WIDA Access data to support students in efforts to teach them at their zone of proximal development. Multiple strategies will be incorporated into each literacy professional development that will support teachers in working with ELLs in each component of Balanced Literacy.

7. Differentiated training and coaching cycles will be implemented to support the growth of teachers new to Pinewood in mini-lesson, matching readers to books, balanced literacy, as well as those mentioned above.

8. Third grade teachers have been provided additional time for ELA instruction. During this time teachers will be able to group students according to data. Then, students will be given additional differentiation to support needs and to provide enrichment opportunities in English Language Arts.

9. Within the master schedule, the block of time previously identified for interventions has been changed to WIN (what I need) time. This affords teachers the flexibility to work not only with students needing interventions but those needing enrichment.

**Person
Responsible**

Andrea Ascitutto-Houck (asciuta@martin.k12.fl.us)

#2	
Title	Math
Rationale	61% of students in grades 3-5 were proficient (level 3 or above) on the 2019 administration of the Math Florida Standards Assessment.
State the measurable outcome the school plans to achieve	The percentage of students achieving proficiency (level 3 or above) in math will increase from 61% to 65% on the 2020 administration of the Math Florida Standards Assessment.
Person responsible for monitoring outcome	Jennifer Parker (parkerj1@martin.k12.fl.us)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Use of small group differentiation based on data for remediation and enrichment. 2. Teachers will use Number Talks during the math workshop. 3. Implementation of monitoring and tracking proficiency during math instruction. <p>When looking at school data, we saw a drop in our Math scores. We went from 64% proficient to 61% proficient.</p>
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. To continue to support teachers' understanding that differentiating the instruction for all students has to happen at the core. 2. Through daily exposure of mental math strategies through Number Talks that focus on number sense and fluency, students' achievement in these areas will increase. 3. Monitoring and tracking progress will help facilitate both remediation and enrichment of small group instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. Coaches to provide modeling and coaching cycles focusing on the components of the Math workshop. 2. Purposeful planning with teachers during PLC's for guided math groups and intentional student practice. 3. Coaches will provide Professional Development for all teachers K-5 on how to differentiate for small group instruction. Teachers will implement this small group instruction within their math block. 4. Professional Development for Number Talks will be provided by coaches for K-5 teachers. Coaches will model and support teachers at their level of learning with Number Talks in the classrooms. Teachers will implement numbers talks in the classroom to increase students proficiency with number sense, fluency and mental computation. 5. Coaches will provide modeling, coaching, and planning using CFA's, exit tickets, ticket to build and other formative assessments. Teachers will utilize these tools as a strategy to monitor students' performance and needs. 6. Within the master schedule, the block of time previously identified for interventions has been changed to WIN (what I need) time. This affords teachers the flexibility to work not only with students needing interventions but those needing enrichment.
Person Responsible	Jennifer Parker (parkerj1@martin.k12.fl.us)

#3	
Title	Science
Rationale	48% of 5th grade students scored a level 3 or higher on the 18-19 administration of the Florida Statewide Science Assessment.
State the measurable outcome the school plans to achieve	55% of 5th grade students will score a level 3 or higher on the 19-20 administration of the Florida Statewide Science Assessment.
Person responsible for monitoring outcome	Michelle Heath (heathm@martin.k12.fl.us)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Coaches will support with planning during PLCs and partner teach to increase the rigor of standards based instruction during the Science block. 2. Implementation of hands on inquiry lessons to tie in with each standard based unit of study. 3. Integrate science in small group instruction during ELA (small group, independent reading, writing prompts, etc) and Math. 4. Implement common science vocabulary to use in all grade levels <p>When looking at school data, we saw a drop in our Science scores. We went from 56% proficient to 48% proficient. We also realized that we did not meet district or state overall scores. The district received 53% on or above proficiency, and the state was at 53% on or above proficiency.</p>
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. Planning and partner teaching with teachers is an effective strategy because we want teachers to teach to the rigor of the standards and to feel proficient in delivery of instruction. 2. Hands on inquiry lessons will continuously expose students to science in order to improve retention of content and vocabulary. 3. Integration of subjects will increase time spent on science instruction. 4. Daily practice of vocabulary will increase comprehension of science content.
Action Step	
Description	<ol style="list-style-type: none"> 1. Purposeful planning with teachers during PLC's for effective science instruction and partner teach with teachers to elevate instruction to the rigor of the standard. 2. A goal has been established for all teachers to implement a hands- on experience for every standards based unit. 3. Teachers need to integrate science content and nonfiction texts into ELA and Math instruction through mini lessons, small group instruction, and independent practice activities. 4. Explicitly teach vocabulary from district lists. 5. Use science journals to illustrate vocabulary and determine meaning of new words.
Person Responsible	Jennifer Parker (parkerj1@martin.k12.fl.us)

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).

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.

Pinewood kicked off the year with the theme #betheone. Staff was trained on Restorative Practice which is being implemented in the classrooms and emphasizes the importance of building relationships. Staff was also trained on how to be positive role models for students, the importance of communication with families and the specifics of how communicate well. At curriculum night a parent workshop will engage parents the importance of creating a reading environment in the home and using a growth mindset with their children. PWE will hold a literacy night and STEM night in addition to Meet the Teacher, Curriculum Nights, and Family Heritage Night. In addition, the school will continue to recruit parents to be a part of the PTA and SAC committees in efforts to get their input on school goals and student achievement.

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 provides a variety of programs that help to meet the social-emotional needs of our students. A number of our students receive counseling services from Suncoast Counseling Agency and Tykes & Teens which works hand in hand with our school staff to facilitate the process of making sure our student needs are being met. A staff/student mentoring program has also begun. Staff members are paired up with students who may be exhibiting some social-emotional needs through a check in/check out system. The school counselor provides individual and group counseling sessions to students in every grade level on a number of issues. Character Education lessons are provided monthly based on the Character Counts Programs. Each month has a Character Counts theme assigned to it that the lessons are based on which the School Counselor provides in various classrooms.

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

Pinewood notifies local preschool programs in the spring to schedule tours for incoming kindergartners. Information is also sent out in the PawPrints newsletter.

At Pinewood Elementary, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs.

At Pinewood Elementary, we work with our local middle school to provide a 6th grade orientation at the end of the 5th grade year where students visit the school. Middle school representatives also visit PWE where they share expectations, middle school programs, and answer questions from in-coming students.

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system that will promote student achievement and best instructional practice? The team meets to engage in the following activities: review screening data and align with 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 this information, the team will identify professional development, resources, and support teachers to make sure individual student needs are being met. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, and make decisions. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Pinewood Elementary School coordinates and integrates all federal, state, and local programs that impact the school :

- Implements research-based resources funded by local and federal funds
- The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant and Title I programs
- School improvement plan objectives reflect the research-based strategies with a focus on achieving state and district priorities
- Input from the Pre K programs is obtained by the school and district and is included in the transition plan
- Parent surveys are conducted annually and developed with input from parents who represent Title I Part A, Migrant and ELL programs
- Partnerships are established (i.e. with FDLRS)
- Coordination and scheduling of instructional programs
- Implementation of parent information programs
- Brochures and referrals for parent and student support from the guidance department, school nurse and other school personnel
- Restorative Practice
- Sanford Harmony
- Botvin Life Skills for 4th and 5th grades

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

We have established partnerships with various local agencies and businesses including Chick-fil-A, Whits Frozen Custard, Five Guys Burgers and Fries, Mathnasium, and Symphony of Stuart. Symphony is an assisted living and memory care facility where we work collaboratively with staff, residents and students. Students interact with the residents, creating crafts, reading and performing songs and poems they have created. In return, they sponsorship and provide materials for events that assist in increased rigor for classroom lessons and prepare students for college and career readiness. Mathnasium is a partner that sponsors and facilitates math night for our students and parents. Career Day is an annual school wide event in which various community members present to the classrooms about the path that led to their current career.

Part V: Budget

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

1	III.A.	Areas of Focus: ELA				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0291 - Pinewood Elementary School	General Fund		\$1,000.00
			<i>Notes: WTW new instructional supplies</i>			
	5100	510-Supplies	0291 - Pinewood Elementary School	School Improvement Funds		\$1,000.00
			<i>Notes: Guided reading materials for work at students instructional reading levels. Additional reading materials to embed science and social studies in the reading block.</i>			
2	III.A.	Areas of Focus: Math				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0291 - Pinewood Elementary School	School Improvement Funds		\$800.00
			<i>Notes: Perennial Math Competition to increase academic rigor</i>			
	5100	510-Supplies	0291 - Pinewood Elementary School	School Improvement Funds		\$700.00
			<i>Notes: Manipulatives for small group differentiated instruction.</i>			
3	III.A.	Areas of Focus: Science				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0291 - Pinewood Elementary School	School Improvement Funds		\$500.00
			<i>Notes: Materials for hands on inquiry lessons</i>			
					Total:	\$4,000.00