

Escambia County School District

Pine Meadow Elementary School



2020-21 Schoolwide Improvement Plan

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Pine Meadow Elementary School

10001 OMAR AVE, Pensacola, FL 32534

www.escambiaschools.org

Demographics

Principal: Dawn Morris R

Start Date for this Principal: 7/1/2019

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	84%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: B (54%) 2016-17: B (57%) 2015-16: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* 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 Escambia 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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Pine Meadow Elementary School

10001 OMAR AVE, Pensacola, FL 32534

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	69%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our School Mission at Pine Meadow Elementary is to provide high levels of learning in a culture of collaboration and respect between students, faculty, staff, and parents. We will achieve and gain a sense of purpose through hard work, kindness, and high expectations in a safe and positive learning environment.

Provide the school's vision statement.

Our vision for Pine Meadow Elementary is to be an environment that encourages the learning and development of the individual student in all phases of academic, physical, creative, and emotional experiences by providing a positive school climate. Pine Meadow will be a place where not only students learn, but educators learn and refine their skills, and where parents learn skills to help their child learn. A place where all stakeholders are involved in making a positive difference in the lives of students by preparing them for lifelong learning.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Greenberg, Elizabeth	Principal	Principal
Hale, Lisa	Assistant Principal	
Garrison, Pamela	Teacher, ESE	
Huber, Leigh-Ann	Teacher, K-12	
Chism, Heidi	Teacher, K-12	
Dawson, Susan	Teacher, K-12	
Garic, Tara	Teacher, K-12	
Stroud, Patricia	Teacher, K-12	
Kendall, Julie	Teacher, K-12	
Minton, Audra	School Counselor	Guidance Counselor

Demographic Information

Principal start date

Monday 7/1/2019, Dawn Morris R

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

34

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	84%
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SI Region	Northwest
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Year	
Support Tier	

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

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	95	113	117	122	98	114	0	0	0	0	0	0	0	659
Attendance below 90 percent	4	20	12	13	7	25	0	0	0	0	0	0	0	81
One or more suspensions	0	3	4	1	1	6	0	0	0	0	0	0	0	15
Course failure in ELA	0	3	0	0	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	6	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10

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	3	2	0	0	2	0	0	0	0	0	0	0	7

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	6	4	0	0	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Sunday 8/2/2020

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	
Number of students enrolled	123	113	110	103	108	112	0	0	0	0	0	0	0	669
Attendance below 90 percent	7	14	12	12	15	15	0	0	0	0	0	0	0	75
One or more suspensions	0	0	1	1	1	1	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	5	4	2	2	3	0	0	0	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	6	15	15	0	0	0	0	0	0	0	36

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	2	3	2	5	0	0	0	0	0	0	0	12

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	7	0	6	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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	
Number of students enrolled	123	113	110	103	108	112	0	0	0	0	0	0	0	669
Attendance below 90 percent	7	14	12	12	15	15	0	0	0	0	0	0	0	75
One or more suspensions	0	0	1	1	1	1	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	5	4	2	2	3	0	0	0	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	6	15	15	0	0	0	0	0	0	0	36

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	2	3	2	5	0	0	0	0	0	0	0	12

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	7	0	6	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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	64%	53%	57%	67%	50%	55%
ELA Learning Gains	58%	55%	58%	59%	51%	57%
ELA Lowest 25th Percentile	52%	52%	53%	46%	43%	52%
Math Achievement	67%	57%	63%	67%	53%	61%
Math Learning Gains	60%	60%	62%	57%	53%	61%
Math Lowest 25th Percentile	41%	52%	51%	50%	45%	51%
Science Achievement	57%	54%	53%	56%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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	2019	71%	56%	15%	58%	13%
	2018	70%	52%	18%	57%	13%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	69%	52%	17%	58%	11%
	2018	54%	51%	3%	56%	-2%
Same Grade Comparison		15%				
Cohort Comparison		-1%				
05	2019	45%	51%	-6%	56%	-11%
	2018	66%	44%	22%	55%	11%
Same Grade Comparison		-21%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	67%	55%	12%	62%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	72%	54%	18%	62%	10%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	80%	58%	22%	64%	16%
	2018	67%	58%	9%	62%	5%
Same Grade Comparison		13%				
Cohort Comparison		8%				
05	2019	53%	55%	-2%	60%	-7%
	2018	72%	52%	20%	61%	11%
Same Grade Comparison		-19%				
Cohort Comparison		-14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	56%	55%	1%	53%	3%
	2018	65%	55%	10%	55%	10%
Same Grade Comparison		-9%				
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	37	47	50	43	37	21	26				
BLK	43	43	50	48	49	29	33				
HSP	60	54		72	46		64				
MUL	79	80		65	69						
WHT	71	60	42	72	62	48	62				
FRL	60	54	48	60	53	39	43				

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	26	28	19	47	34	10	19				
BLK	42	41	16	48	46	21	50				
HSP	74	53		74	68						
MUL	74	57		74	57		70				
WHT	67	48	31	76	69	48	68				
FRL	56	42	24	68	61	35	52				

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	24	23	29	42	39	27	8				
BLK	45	49	42	39	45	35	7				
HSP	79	73		79	91						
MUL	70	63		78	63		60				
WHT	72	61	48	73	58	56	66				
FRL	57	52	42	58	44	35	48				

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	
Total Points Earned for the Federal Index	399
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0

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%	0
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

School Data-Lowest performance is gains within Math Lowest 25th Percentile. Although this showed a slight increase from the previous year overall in grades 3-5, 41% is significantly below our other areas and below both the District and State. Math overall showed a decline in proficiency percentage and percent of students making gains.

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 was science proficiency, although it is still above state and district average-decreased 9 percentage points from the past year 66% to 57%. Data within 5th grade scores showed large declines for both ELA and Math proficiency from prior year scores (same grade and cohort).

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.

Math lowest quartile gain performance has the largest gap between school scores and state. 41% school, 51% state

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

Largest improvement was in lowest quartile scores for ELA gain performance.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Level 1 on State Assessment in 5th Grade and Attendance below 90%

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

1. Increasing gains within the Lowest 25th Percentile Math
2. Improving proficiency within SWD subgroup for Math
3. Increasing gains within Lowest 25th Percentile ELA
4. Improved proficiency within SWD subgroup for ELA
5. Science Proficiency Increase

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Lowest area of performance (41%) as well a largest gap between Rationale school and state performance (-10%). Subgroup of students with disabilities is below 40%.

Measurable Outcome: Increase the percentage of students having learning gains/or proficiency within math lowest 25th percentile and subgroup of SWD to 50%.

Person responsible for monitoring outcome: Elizabeth Greenberg (egreenberg@ecsdfi.us)

Evidence-based Strategy: Extend mathematics academic learning time proportionate to the student's academic needs

All students receive 60 minutes of math instruction daily. Lowest 25th percentile students will require not only more time for instruction but strategic and targeted based on their needs.

Rationale for Evidence-based Strategy:

- * To become proficient in the application of newly acquired skills and strategies, students with the most intensive instructional needs will need multiple opportunities to practice with immediate high-quality feedback. With one-on-one and small-group instruction, teachers can provide immediate and individualized feedback.
- * Students with intensive needs require substantial supports during the initial stages of learning. As students progress in their understanding and knowledge, these supports are gradually withdrawn so that students can begin to apply skills and strategies independently.
- * Teachers can optimize limited instructional time and instruction by teaching skills or strategies that reinforce each other.

Action Steps to Implement

1. Targeted small groups will be identified and assigned specific curriculum targets based on progress monitoring data through out the school year.
2. Data will be reviewed after each progress monitoring period and small group and instructional targets will be adjusted based on current data.
3. Walkthroughs during small group math instruction to calibrate the lens for math expectations.
4. Tutoring for specific groups of students based on students will be offered.
5. Curriculum Night with Math Focus offered in the fall for parents, students, and teachers.

Person Responsible Elizabeth Greenberg (egreenberg@ecsdfi.us)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Although there has been growth in this area, school is performing just at the state average. Students below proficiency need to make gains each year and those at proficiency need to maintain and show growth.
Measurable Outcome:	Increase the percentage of students making learning gains in Reading/ELA to 65% with an increased focus on Lowest 25th percentile and SWD subgroup.
Person responsible for monitoring outcome:	Elizabeth Greenberg (egreenberg@ecsdfl.us)
Evidence-based Strategy:	Plan ELA academic learning time and rigor of activities proportionate to the student's academic needs.
Rationale for Evidence-based Strategy:	Ensure needs of students are being met through small group instruction. Strengthen Tier 1 and utilize decision tree to determine evidence based interventions.

Action Steps to Implement

1. Targeted small groups will be identified and assigned specific curriculum targets based on progress monitoring data through out the school year.
2. Data will be reviewed after each progress monitoring period and small group and instructional targets will be adjusted based on current data.
3. Walkthroughs during small group ELA instruction to ensure curriculum is aligned to rigor of standards/expectations.
4. Tutoring for specific groups of students based on data will be offered.
5. Accelerated Reader School Wide Initiative enhanced.

Person Responsible Elizabeth Greenberg (egreenberg@ecsdfl.us)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Largest decline from prior year from 66% to 57%.
Measurable Outcome:	Increase percentage of students achieving science proficiency to 65%.
Person responsible for monitoring outcome:	Elizabeth Greenberg (egreenberg@ecsdfl.us)
Evidence-based Strategy:	Use of CER writing within science instruction to justify understanding of science standards after experiments.
Rationale for Evidence-based Strategy:	Moving from knowledge of content to understanding and application of knowledge.

Action Steps to Implement

1. Will review data with teachers to ensure curriculum is aligned to standards and remediation occurs as necessary.
2. Set up and ensure use of STEAM labs to enhance the hands on experience and science lab instruction.
3. Utilize CER writing within Science Instruction

Person Responsible Elizabeth Greenberg (egreenberg@ecsdfl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The MTSS team will meet on a weekly basis to review student progress through the MTSS process, with a focus on students with 2 or more early warning indicator systems, such as Level 1 on statewide assessments and attendance below 90 percent.

Team members review screening data and link data to instructional decisions. They also review progress monitoring data at the grade level and classroom level to identify students who are meeting/

exceeding benchmarks and those who are at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources that are needed to

meet the needs of students in MTSS.

The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, practice new processes and skills, and make decisions about current and future implementation.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

A written Parent and Family Engagement Plan (PFEP) in collaboration with parents, community stakeholders, and school personnel responsible for implementing the plan. The PFEP will assess the previous year's PFEP results and current needs. The plan will outline goals, strategies, and activities to better communicate with families and will focus on building the capacity of parents to address the needs of all students, in particular those most at-risk of not meeting challenging State academic standards. The PFEP will be reviewed by District Title 1 office and the reviewed plan will be disseminated to parents and stakeholders. A family-School Compact will also be developed jointly with parents and other stakeholders. The school's Title 1 budget will directly support the PFEP.

Parent Family and Engagement Plan (PFEP) Link

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