

Polk County Public Schools

Pinewood Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	18
Positive Culture & Environment	21
Budget to Support Goals	22

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: 6/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-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)	100%
2019-20 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 (55%) 2017-18: C (46%) 2016-17: C (42%) 2015-16: D (34%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 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.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	22

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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	97%
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	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	C

School Board Approval

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SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Starling, Meghan	Instructional Coach	<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>
Campbell, April	Principal	<p>Principal as defined by Polk County Public Schools job description.</p> <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 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>Communicating with stakeholders and community members (SAC, Winter Haven Chamber)</p> <p>Planning, leading, and supporting professional learning</p> <p>Ensuring quality instruction aligned to the standards with appropriate target task alignment</p> <p>Hiring and retention of highly qualified staff</p> <p>Overseeing the budget and make decisions based on needs and resources available</p>
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 media center books</p>

Name	Title	Job Duties and Responsibilities
		Monitoring, motivating, and tracking the progress of the Accelerated Reader Program
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>
Hippeli, Adam	Assistant Principal	<p>Assistant Principal as defined by Polk County Public Schools job description.</p> <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</p> <p>Inspiring and mobilizing colleagues to achieve goals and implementing plans, collaborating with grade level teams and vertical teams</p>

Name	Title	Job Duties and Responsibilities
		Maintaining focus on student achievement Communicate with stakeholders and community members (SAC, Winter Haven Chamber) Planning, leading, and supporting professional learning Ensuring quality instruction aligned to the standards with appropriate target task alignment Assisting in budget decisions based on needs and resources available
Hess, Laura	Other	Overseeing the the implementation of the MTSS process Data analysis and using the data to make decisions for the MTSS process Developing a climate of trust and reflection to engage colleagues in conversations about student learning data and ways to use data to improve instructional practices Building relationship through communication through mentoring, collaboration and decision making Coaching teachers for growth

Demographic Information

Principal start date

Monday 6/1/2015, April Campbell

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.*

0

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.*

4

Total number of teacher positions allocated to the school

46

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-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)	100%
2019-20 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 (55%) 2017-18: C (46%) 2016-17: C (42%) 2015-16: D (34%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 .	

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	113	129	99	112	98	101	0	0	0	0	0	0	0	652
Attendance below 90 percent	4	25	12	13	7	7	0	0	0	0	0	0	0	68
One or more suspensions	6	3	1	6	2	1	0	0	0	0	0	0	0	19
Course failure in ELA	1	3	1	2	0	0	0	0	0	0	0	0	0	7
Course failure in Math	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	7	11	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	11	0	0	0	0	0	0	0	19
STAR Reading level 1	1	30	36	40	25	23	0	0	0	0	0	0	0	155
STAR Math level 1	2	1	100	47	27	18	0	0	0	0	0	0	0	195

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	1	1	0	1	0	0	0	0	0	0	0	0	0	3

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	1	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	2	1	0	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Friday 5/29/2020

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	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

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	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

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(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	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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				
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%	0
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%	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	54
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	56
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	57
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	54
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.

The lowest performing data component was grade 5, ELA. One contributing factor to the low performance was students coming in at a higher performing level than in previous years and students not being given tasks that were more challenging and aligned to the depth of the standards. An additional contributing factor is the number of students who are not fluent readers. This low performing trend at Pinewood is seen 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 also 5th grade ELA proficiency. The contributing factors include students being given tasks that are were not aligned to the standards, students not being fluent readers, and the percent of students engaged in Accelerated Reader. The percent of students participating in Accelerated Reader as well as the daily minutes engaged in reading were below the school-wide goal.

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 was 5th grade mathematics. The contributing factor was the insufficient amount of time for remediation as well as teachers not releasing students to complete more rigorous task in pairs and groups.

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 learning gains in mathematics. The restructuring of the math block to include fluency practice, small group instruction, aligning task to the full depth of the standards, and creating weekly check-in assessments contributed to the improvement. The instructional coach planning with teachers and modeling lessons also contributed to the improvement.

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

As a result of reflecting on the EWS data, the number of students scoring a level 1 on math and/or ELA is the greatest concern and the amount of instructional time lost due to attendance in the primary grades is also an area of concern.

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

1. small group instruction
2. attendance
3. culture
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Differentiation is a strategy that provides students with a prescribed plan of individual instruction based on their current level and areas of deficiency, as well as the process by which students are taught. Through the use of differentiation, teachers can focus on gaps in students' learning that may not be taught in the current grade level standards. Differentiating instruction will remediate or accelerate all students' learning. Differentiation will close gaps or serve as enrichment for higher performing students. Data trends indicate that students are regressing or maintaining their current achievement level. The data reviewed for all subgroups shows the need for differentiation in order to increase the achievement of all learners.
Measurable Outcome:	Focusing on differentiating instruction will allow a 5% gain in both ELA and Mathematics learning gains as measured by the spring 2021 FSA. Continuing to differentiate instruction will allow for an overall proficiency gain in both math and ELA by 5% as measured by the spring 2021 FSA.
Person responsible for monitoring outcome:	April Campbell (april.campbell@polk-fl.net)
Evidence-based Strategy:	Differentiation is an evidence-based teaching strategy that allows students to receive instruction on their current level as well as on deficient skills. Differentiation allows teachers to meet the academic needs of students by focusing on standards that need to be remediated or by looking ahead at standards for enrichment.
Rationale for Evidence-based Strategy:	The rationale for selecting differentiation is students enter classrooms with different abilities, learning styles, and personalities. Educators are obligated see that all students learn the current grade level standards. Through the use of differentiated instruction strategies, educators can meet the needs of all students and help them to meet and exceed the established standards. Though various groupings, techniques, strategies, and tiered lessons students are given the the opportunity to master standards by beginning with their current level.

Action Steps to Implement

1. The substitute reading interventionist will provide small group reteaching to students based on STAR assessment scores and progress monitoring data.
2. Paid after-hours planning/PLCs to plan for differentiation with coaches.
3. An online subscription of Reading A to Z will be purchased to provide differentiated reading materials.
4. Reading Wonders Assessments/Math assessments printed by the district print shop for progress monitoring.
5. The leadership team and teachers will attend conferences to support, strengthen, and lead the implementation of differentiation.
6. Paraprofessionals will assist with remediation and acceleration.
7. The reading coach will work with teachers weekly to plan for differentiated activities and provide support.
8. The math coach will work with teachers weekly to plan for differentiated activities and provide support.
9. Continuation of best practices with LSI and LSI professional development as needed.
10. The use of technology to support learners of multiple learning levels.
11. Field trips to enhance learning.
12. Extended learning to provide remediation or enrichment.

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

#2. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:	Small group instruction will remediate or accelerate all students' learning. Small group instruction meets students' needs at their level or on their needed level while being flexible and fluid based on continuous progress monitoring of the learning target/standard. Small group instruction will close gaps or serve as enrichment for higher performing students. Curriculum will be adjusted based on teacher observation of targeted grade level skills. Data trends indicate that students are regressing or only maintaining their current achievement level.
Measurable Outcome:	Focusing on small group instruction will allow a 5% gain in both ELA and Mathematics learning gains as measured by the spring 2021 FSA. Continuing to small group instruction will allow for an overall proficiency gain in both math and ELA by 5% as measured by the spring 2021 FSA.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Research indicates that students in small groups in the classroom learn significantly more than students who were not instructed in small groups. Small group instruction allows teachers to work more closely with each student. This type of instruction provides the opportunity to evaluate students' learning strengths, locate gaps in the development of their reading or math skills and tailor lessons focused on specific learning objectives. It is effective because teaching is focused precisely on what the students need to learn next to move forward.
Rationale for Evidence-based Strategy:	The rationale for selecting small groups instruction is because it will increase learning gains and proficiency regardless of a student's current level. It is necessary for students to be given materials and taught at their point of needed. This strategy will place students in a setting that is more interactive and tailored to the needs of the groups.

Action Steps to Implement

1. The purchase of iReady materials for small group instruction in math and ELA.
2. The purchase of books for the media center to be used in small group instruction by teachers.
3. The purchase of general supplies (markers, copy paper, charts) to be used in small group instruction.
4. The purchase of novels to be used during small group instruction.
5. Technology to be used by students in small group instruction.
6. Payment for planning and professional development for teachers and coaches in the area of small group instruction.
7. Extended learning to provide remediation or enrichment.
8. Parent nights to teach parents how to work with their child at home on math and ELA skills.

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

Additional Schoolwide Improvement Priorities

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

Classroom culture will be addressed through implementing PBIS with fidelity. The PBIS team will meet monthly to review school-wide discipline reports, PBIS class and grade level data, as well as discuss school-wide expectations that are strengths and those that need improving. Findings will be shared with team leaders to discuss and brainstorm solutions with their team.

Poor attendance of students in the primary grades is also an area of need. This will first be addressed by homeroom teachers building rapport with students and their families as well as planning lessons that are engaging and interactive. Homeroom teachers will establish an attendance reward system based on the percentage of students in attendance daily. The leadership team will also establish a "Breakfast Club" to track and reward attendance of a targeted group. This system will track individual daily attendance of students who were in attendance less than 90% of the school year during the 2019 -2020 school year. Students will be reward for being present 90+% of the time during specified time periods. These time periods will be frequent and gradually increase throughout the year as good attendance habits are formed. Parents will be made aware of the program through a letter form administration.

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.

Pinewood's mission statement fully describes what is involved in building a a positive culture and by living that statement out daily Pinewood becomes a place that all feel welcome and of worth. Through providing a safe and nurturing environment, holding students accountable for their own learning as well as teaching others, maintaining high expectation, helping students use their minds to think and and show heartfelt acts of kindness, parents, staff, and stakeholders, build a sense of family and community in which all respected, valued, and treated fairly. Establishing rapport and building relationships based on respect, value and fairness is the first step in building a positive culture and environment.

Having clearly defined academic and behavior expectations and communicating those expectations to all stockholders essential to creating a positive school culture. The school-wide expectations are specifically taught, model and practiced at the beginning of the school year. This includes the use of PBIS with individual and school-wide rewards. School-wide expectation are also posted on the school website and in the handbook located in the front of the students agenda.

Creating meaningful and fun family involvement activities that help parents learn how assist in their child's learning at home and providing them with the necessary materials fosters a team spirit of everyone contributing to the academic success of students. Having parents activity involved by serving on SAC and PTO allows for more open communication and feedback.

The achievements, accomplishments, and efforts of staff and students are routinely celebrated.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
Total:			\$0.00