

Orange County Public Schools

Pinewood Elementary



2021-22 Schoolwide Improvement Plan

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Pinewood Elementary

3005 N APOPKA VINELAND RD, Orlando, FL 32818

<https://pinewoodes.ocps.net/>

Demographics

Principal: Rozene Frett Bowie

Start Date for this Principal: 7/16/2019

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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 Economically Disadvantaged Students
School Grades History	2018-19: D (34%) 2017-18: C (49%) 2016-17: D (38%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Orange 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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<https://pinewoodes.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Steinke, Kelly	Principal	The Principal serves as an instructional leader at Pinewood Elementary. She assists and observes teachers with data-based decision-making skills to ensure all students are meeting or exceeding expectations. She meets with teachers to discuss progress monitoring of students in Tier II as well as Tier III. The Principal also supports teachers with changing/enhancing instructional strategies based on data to meet the needs of each student.
Leighvard, Autherene	Assistant Principal	The Assistant Principal serves with the Principal as an instructional leader at Pinewood. She assists and observes teachers with data-based decision-making skills to ensure all students are meeting or exceeding expectations. She meets with teachers to discuss progress monitoring of students in Tier II as well as TIER III. The Assistant Principal also supports teachers with changing/enhancing instructional strategies based on data to meet the needs of each student.
Earnest, Jennifer	Curriculum Resource Teacher	The Curriculum Resource Teacher provides and leads professional development for core curriculum areas. She identifies systematic patterns of student and teacher needs and coaches teachers on instructional best practices. The CRT participates in data collection, progress monitoring, as well as data meetings to monitor student assessment results.
Mendonca, Marceline	Instructional Coach	The Instructional Coach provides guidance on the K-12 reading and math plan components, supports teachers with science and social studies instruction, coaches teachers daily, and facilitates data collection for grades K-5. She provides activities and administers Tier III instruction to groups of students who have been identified through data analysis. In addition, the Instructional Coach conducts professional development with the faculty to ensure that best practices in all areas of instruction are utilized in both whole group and small group instruction.
Bartolotta, Kelly	Staffing Specialist	The Staffing Specialist assists in decision making for intervention/enrichment and leads MTSS Problem Solving meetings, eligibility, and IEP team meetings to ensure students have a plan in place for their success.
Jerrett, Debra	Reading Coach	The Reading Coach provides guidance on the K-12 reading plan components, supports teachers with social studies instruction, coaches teachers daily, and facilitates data collection for grades K-5. She provides activities and administers Tier III instruction to groups of students who have been identified through data analysis. In addition, the Reading Coach conducts professional development with the faculty to ensure that best practices in all areas of reading instruction is utilized in both whole group and small group instruction.

Demographic Information

Principal start date

Tuesday 7/16/2019, Rozene Frett Bowie

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.*

6

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

540

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data**Early Warning Systems****2021-22**

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	40	71	61	85	66	89	0	0	0	0	0	0	0	412	
Attendance below 90 percent	0	30	16	34	17	30	0	0	0	0	0	0	0	127	
One or more suspensions	0	1	1	2	2	6	0	0	0	0	0	0	0	12	
Course failure in ELA	0	0	0	0	16	0	0	0	0	0	0	0	0	16	
Course failure in Math	0	0	0	0	18	15	0	0	0	0	0	0	0	33	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	14	0	0	0	0	0	0	0	14	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12	
Number of students with a substantial reading deficiency	0	10	33	42	21	35	0	0	0	0	0	0	0	141	

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	1	1	16	27	0	0	0	0	0	0	0	45

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	0	0	0	0	0	0	0	0	0	0	
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

Friday 6/18/2021

2020-21 - 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	22	85	98	73	119	95	0	0	0	0	0	0	0	492
Attendance below 90 percent	3	16	24	19	31	32	0	0	0	0	0	0	0	125
One or more suspensions	0	0	1	0	4	0	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	24	20	26	0	0	0	0	0	0	0	70
Course failure in Math	0	0	0	26	20	26	0	0	0	0	0	0	0	72
Level 1 on 2019 statewide ELA assessment	0	0	0	0	18	23	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide Math assessment	0	0	0	0	17	29	0	0	0	0	0	0	0	46

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	1	24	35	36	0	0	0	0	0	0	0	96

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	3	2	0	0	0	0	0	0	0	5

2020-21 - 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	22	85	98	73	119	95	0	0	0	0	0	0	0	492
Attendance below 90 percent	3	16	24	19	31	32	0	0	0	0	0	0	0	125
One or more suspensions	0	0	1	0	4	0	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	24	20	26	0	0	0	0	0	0	0	70
Course failure in Math	0	0	0	26	20	26	0	0	0	0	0	0	0	72
Level 1 on 2019 statewide ELA assessment	0	0	0	0	18	23	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide Math assessment	0	0	0	0	17	29	0	0	0	0	0	0	0	46

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	1	24	35	36	0	0	0	0	0	0	0	96

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	3	2	0	0	0	0	0	0	0	5

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				34%	57%	57%	41%	56%	56%
ELA Learning Gains				40%	58%	58%	51%	55%	55%
ELA Lowest 25th Percentile				23%	52%	53%	45%	48%	48%
Math Achievement				38%	63%	63%	43%	63%	62%
Math Learning Gains				38%	61%	62%	48%	57%	59%
Math Lowest 25th Percentile				29%	48%	51%	56%	46%	47%
Science Achievement				37%	56%	53%	58%	55%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	31%	55%	-24%	58%	-27%
Cohort Comparison						
04	2021					
	2019	37%	57%	-20%	58%	-21%
Cohort Comparison		-31%				
05	2021					
	2019	35%	54%	-19%	56%	-21%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	41%	62%	-21%	62%	-21%
Cohort Comparison						
04	2021					
	2019	42%	63%	-21%	64%	-22%
Cohort Comparison		-41%				
05	2021					
	2019	28%	57%	-29%	60%	-32%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	35%	54%	-19%	53%	-18%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Pinewood Elementary utilizes iReady Reading and Math diagnostics three times per year to progress monitor grade-level data.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25%	31%	39%
	Economically Disadvantaged	25%	29%	34%
	Students With Disabilities	0%	33%	33%
	English Language Learners	5%	15%	21%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17%	24%	32%
	Economically Disadvantaged	15%	22%	30%
	Students With Disabilities	0%	0%	33%
	English Language Learners	5%	10%	26%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17%	26%	37%
	Economically Disadvantaged	12%	22%	40%
	Students With Disabilities	0%	0%	12%
	English Language Learners	6%	6%	18%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7%	14%	13%
	Economically Disadvantaged	3%	12%	13%
	Students With Disabilities	0%	0%	6%
	English Language Learners	0%	0%	0%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13%	16%	24%
	Economically Disadvantaged	12%	19%	22%
	Students With Disabilities	0%	0%	0%
	English Language Learners	13%	20%	13%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0%	13%	16%
	Economically Disadvantaged	0%	14%	16%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	13%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11%	15%	23%
	Economically Disadvantaged	11%	17%	23%
	Students With Disabilities	0%	5%	5%
	English Language Learners	4%	4%	13%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6%	10%	30%
	Economically Disadvantaged	7%	10%	30%
	Students With Disabilities	0%	0%	0%
	English Language Learners	8%	8%	22%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	2%	7%	13%
	Economically Disadvantaged	3%	8%	15%
	Students With Disabilities	0%	9%	0%
	English Language Learners	0%	4%	8%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4%	7%	20%
	Economically Disadvantaged	3%	7%	21%
	Students With Disabilities	0%	0%	9%
	English Language Learners	5%	9%	16%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	44%	31%	34%
	Economically Disadvantaged	43%	34%	32%
	Students With Disabilities	20%	20%	20%
	English Language Learners	32%	29%	17%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	9	56		6	56						
ELL	30	30		33	39		27				
BLK	35	49	63	35	46	58	38				
HSP	26	22		36	22		28				
FRL	36	46	58	36	42	50	38				
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	11	33	17	16	15		30				
ELL	31	44	29	40	42	38	26				
BLK	31	37	25	34	34	28	33				
HSP	41	49	20	44	46		50				
FRL	31	41	21	36	37	27	35				

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	15	32		27	33						
ELL	40	54	46	37	46	55	52				
BLK	36	48	45	40	49	57	58				
HSP	50	55		48	40		53				
FRL	39	51	50	42	48	58	57				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	355
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	50
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	29
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our Economically Disadvantaged students made the most growth in both English Language Arts and Math when compared to other subgroups. In addition, our ELL subgroup made progress in the area of Math achievement.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on progress monitoring and 2019 state assessments, our students with disabilities showed the greatest need for improvement in all data components.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors to this need for improvement include inconsistent attendance, technology issues, and participation of virtual students. With all students returning to campus in the fall of 2021 for face-to-face standards-aligned instruction, we anticipate seeing increased student achievement.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on progress monitoring, the most significant growth was in ELA for our second grade economically disadvantaged students, moving from 12% to 40% proficiency. Math proficiency in our fourth grade economically disadvantaged subgroup increased in proficiency from 6% to 30%. These data components showed the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We attribute the improvement in Second Grade to students returning to face-to-face instruction from virtual. In Fourth Grade, we developed triage groups to increase proficiency in students. The triage groups focused on strategies to help strengthen comprehension skills.

What strategies will need to be implemented in order to accelerate learning?

Pinewood is implementing a number of strategies in order to accelerate learning during the 2021-2022 school year. Our Tier I teachers will work with students to strengthen core instruction. We will also utilize our Tier II and Tier III teachers to accelerate learning among small groups of students. Pinewood employs tutors to work with students that need additional instruction throughout the school day. This year, our Saturday and before school tutoring program will implement an acceleration model to ensure that students are surging ahead. Again this year, students will participate in an extra hour of instruction each day to accelerate their reading proficiency. Finally, we will offer professional development opportunities to continue to strengthen teachers' pedagogical expertise.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our professional development this year will focus on standards-based instruction, Thinking Maps, Kagan Cooperative Learning strategies, and Social-Emotional Learning.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Pinewood is implementing an extra half hour of math intervention in order to ensure sustainability of improvement in the area of mathematics for 2021-2022.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Increasing overall proficiency and learning gains in Reading and Mathematics was identified as a critical need based on data analysis. Thirty-six percent of our students demonstrated proficiency on reading standards, and 36% of our students demonstrated proficiency on mathematics standards. In addition, proficiency in the area of science is a critical need, as 38% of our students scored at the proficient level.
Measurable Outcome:	By implementing evidence-based strategies, we anticipate seeing proficiency at Pinewood Elementary increase by at least five percentage points from 36% to 41% in English Language Arts, from 36% to 41% in mathematics, and from 38% to 42% in science.
Monitoring:	This Area of Focus will be monitored through classroom walkthroughs, lesson plan review, and input from coaches during PLCs. Feedback on all of these areas will be provided in a timely manner so any changes needed can be implemented quickly.
Person responsible for monitoring outcome:	Kelly Steinke (kelly.steinke@ocps.net)
Evidence-based Strategy:	Strategies that we will implement include increasing the rigor of standards-based instruction through engagement and processing strategies, structured team planning, and using assessments to drive instruction. We will use formative assessment data to monitor the effectiveness of the selected strategies. In addition, coaches will be present during team planning sessions to monitor the development of rigorous standards-based lessons that include engagement and processing strategies.
Rationale for Evidence-based Strategy:	Standards-based instruction is key to increasing student achievement. Through structured team planning we will collectively determine what students need to know and be able to do in order to achieve the standards. All standards-based lessons begin with a well-developed plan. Through team planning, teachers' capacity will increase through collaboration and the support of instructional leaders. After the planning process, teachers will implement the standards-based instruction. We will then determine if our standards-based instruction is working by examining formative assessment data. Analyzation of the data will drive the subsequent planning sessions. Finally, we will utilize standards-based instructional strategies including engagement and processing strategies to improve student achievement. These high-yield strategies will be incorporated into daily lessons.

Action Steps to Implement

We will utilize UniSIG funds to send teachers to Thinking Maps Train-the-Trainer sessions. These teachers will then train the staff on Thinking Maps throughout the year.

Person Responsible Kelly Steinke (kelly.steinke@ocps.net)

We will send teachers to Kagan training. Those teachers will then train the staff on these engagement strategies in order to increase student focus and understanding.

Person Responsible Kelly Steinke (kelly.steinke@ocps.net)

We will continue to use Fontas and Pinnell Benchmark Assessment System to accurately identify students' needs. Updated training will be provided at the beginning of the year for all teachers.

Person Responsible Jennifer Earnest (jennifer.earnest@ocps.net)

We will provide tutoring focused on acceleration, in addition to the extra hour of instruction, to students in 2nd-5th grades focused on ELA, Math, and Science.

Person Responsible Jennifer Earnest (jennifer.earnest@ocps.net)

We will continue utilizing structured PLC sessions, with a focus on planning rigorous standards-based instruction. Coaches will facilitate PLC sessions in order to support teachers in their understanding of the standards.

Person Responsible Kelly Steinke (kelly.steinke@ocps.net)

We will ensure that what teams plan for in PLCs transfers to instructional delivery.

Person Responsible Kelly Steinke (kelly.steinke@ocps.net)

#2. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:	Increasing proficiency in students' performance in both reading and mathematics was identified as a critical need based on data analysis. Thirty-six percent of our students demonstrated proficiency on reading standards, and 36% of our students demonstrated proficiency on mathematics standards. By focusing on differentiated small group instruction, we can ensure that our students are receiving rigorous instruction tailored to their individual needs.
Measurable Outcome:	By implementing evidence-based strategies, we anticipate seeing proficiency at Pinewood Elementary increase by at least five percentage points from 36% to 41% in English Language Arts, and from 36% to 41% in mathematics.
Monitoring:	This Area of Focus will be monitored through classroom walkthroughs, lesson plan review, and the input from coaches during PLCs. Feedback on all of these areas will be provided in a timely manner so any changes needed can be implemented quickly.
Person responsible for monitoring outcome:	Kelly Steinke (kelly.steinke@ocps.net)
Evidence-based Strategy:	Strategies that we will implement include differentiating instruction, continuing our data analysis, focusing on student tasks during small group instruction, and incorporating an extra hour of reading instruction. We will closely monitor these strategies to determine their effectiveness by meeting every four to six weeks to examine student data (progress monitoring data, formative assessment data, and diagnostic data). Small group and extra hour instruction will be monitored weekly via classroom walkthroughs.
Rationale for Evidence-based Strategy:	Differentiating instruction is key to increasing performance among all students. Through the data analysis process, we will collectively determine how students are progressing on the standards. Our focus on student tasks during small group instruction will ensure that students are engaged in rigorous activities that will increase their capacity. By implementing an extra hour of reading, students will receive differentiated instruction targeted to meet their individual needs. These research-based strategies will lead to an increase in student achievement.

Action Steps to Implement

We will evaluate student academic performance through the data analysis process (Child Chats). These meetings will take place every 4-6 weeks.

Person Responsible Kelly Bartolotta (kelly.bartolotta@ocps.net)

Once students' needs have been determined, differentiated small group instruction will be implemented using standards-based lessons and multiple interventions. Interventions will be progress monitored either weekly or bi-weekly in order to determine the effectiveness of the intervention.

Person Responsible Kelly Steinke (kelly.steinke@ocps.net)

Although we will continue to provide training to teachers on effective strategies to implement within differentiated small group lessons, we will also focus on rigorous student tasks during small group instruction. Training will take place throughout the year in PLC sessions.

Person Responsible Debra Jerrett (debra.jerrett@ocps.net)

During PLC sessions, teachers and coaches will identify possible misconceptions and problem-solve around areas of difficulty that students might experience in order to support differentiation during small group instruction.

Person Responsible [no one identified]

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Social-Emotional Learning instruction is essential to enhancing our students' ability to succeed both in school and in life. Students that receive SEL instruction are shown to have increased academic achievement, greater motivation to learn, and reduced emotional distress. Pinewood Elementary is dedicated to ensuring that our students have a safe and positive learning environment in order to become successful citizens.

Measurable Outcome: In order to measure the effectiveness of the SEL instruction, we will do a pre and post test during the school year. By implementing the SEL curriculum with fidelity, we anticipate seeing an increase in students' emotional growth throughout the year.

Monitoring: In order to monitor this Area of Focus, the Behavior Leadership Team will review discipline data every 6-8 weeks. We will also conduct classroom walkthroughs to ensure Sanford Harmony is being implemented with fidelity.

Person responsible for monitoring outcome: Kelly Steinke (kelly.steinke@ocps.net)

Evidence-based Strategy: We will continue to utilize the research-based Sanford Harmony SEL curriculum and implement the Second Steps program, with a focus on strengthening teachers' knowledge of the program. In addition, we will provide more in-depth Conscious Discipline training.

Rationale for Evidence-based Strategy: Sanford Harmony, Second Steps, and Conscious Discipline are proven, research-based programs that focus on increasing students' social and emotional growth. These programs are designed to give children the tools that they need to manage their behavior, make responsible decisions, empathize with peers, feel safe and secure in their learning environment, and increase their motivation to learn.

Action Steps to Implement

We will continue to utilize the Sanford Harmony SEL curriculum and implement the Second Steps program. Our school psychologist will provide training at the beginning of the year to ensure that all staff members are clear on the implementation procedures. Lessons will be monitored and feedback will be provided to teachers.

Person Responsible Kelly Steinke (kelly.steinke@ocps.net)

Staff will be provided with more in-depth training on Conscious Discipline strategies in order to provide students with an array of tools to monitor and regulate their behavior choices and emotions.

Person Responsible Kelly Steinke (kelly.steinke@ocps.net)

We will attend the District PLC training, which is focused on SEL strategies, and provide professional development to the staff.

Person Responsible Kelly Steinke (kelly.steinke@ocps.net)

We will continue our House System to create a strong sense of community and belonging. Students will continue to be grouped into Houses and work collaboratively with their House Members toward common goals. Houses will also meet periodically throughout the year in order to build bonds among members of the group.

Person Responsible Kelly Steinke (kelly.steinke@ocps.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus	Increasing overall proficiency and learning gains in ELA was identified as a critical need based on data analysis. On the most recent Florida Standards Assessment (FSA), data indicated that 65% of students scored below a level 3 in English Language Arts (ELA).
Description and Rationale:	
Measurable Outcome:	By implementing evidence-based strategies, we anticipate seeing proficiency at Pinewood Elementary increase by at least 5 percentage points from 35% to 41% in English Language Arts.
Monitoring:	This Area of Focus will be monitored through analysis of i-Ready Diagnostics and Growth Monitoring, District Standards-Based Unit Assessments, classroom walkthroughs, and the input from coaches during PLCs. Feedback on all of these areas will be provided in a timely manner so any changes needed can be implemented quickly.
Person responsible for monitoring outcome:	Kelly Steinke (kelly.steinke@ocps.net)
Evidence-based Strategy:	One strategy that we will implement includes ensuring that each student reads connected text every day to support reading accuracy, fluency, and comprehension. In addition, coaches will be present during team planning sessions to monitor the development of rigorous standards-based lessons that include appropriate, grade level-aligned connected text.
Rationale for Evidence-based Strategy:	Reading complex, grade level-aligned connected text daily has a moderate level of evidence as noted in the IES Guide for Foundational Skills to Support Reading for Understanding. Utilizing coaches to facilitate the development of standards-based lessons with a focus on complex connected text will ensure that teachers are prepared to deliver the rigorous content.

Action Steps to Implement

We will continue utilizing structured PLC sessions, facilitated with coaches, with a focus on planning rigorous standards-based ELA instruction.

Person Responsible Debra Jerrett (debra.jerrett@ocps.net)

We will conduct regular classroom walkthroughs in Extra Hour, ELA whole group, ELA small group, and in ELA intervention times. We will provide feedback in a timely manner so that adjustments can be made during PLCs.

Person Responsible Kelly Steinke (kelly.steinke@ocps.net)

We will use data from the Standards-Based Unit Assessments to plan differentiated small group instruction.

Person Responsible Debra Jerrett (debra.jerrett@ocps.net)

We will provide targeted ELA professional development throughout the year based on the needs of our teachers. These professional development sessions will cover topics such as Daily 5 structures, Guided Reading and Small Group Instruction, SIPPS, Fountas and Pinnell, LLI, and IMPACT training for selected teachers.

Person Responsible Jennifer Earnest (jennifer.earnest@ocps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on SafeSchoolsforAlex.org data from 2019, Pinewood is in line with the state average of 2.5 incidents per 100 students. At 2.3 suspensions per 100 students at our school, we are significantly below the state average of 10.2. Our main concern based on the data is fighting. We will continue to monitor this area and use Sanford Harmony, Conscious Discipline strategies and social-emotional learning intervention groups to students that demonstrate need.

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.

Pinewood Elementary strives to create a positive, supportive, and inclusive learning environment in order to meet both the educational and social-emotional needs of our students. We collaborate with all stakeholders, including our faculty and staff, parents, PTA, School Advisory Committee (SAC), and community members in order to create strategies that lead our students to success.

Our school creates a positive school culture and learning environment in a number of ways. One program that we have in place is our House System. Each member of our school staff and student body is placed into one of six Houses. Members of the Houses are recognized for making good choices based on character traits. The PTA and School Advisory Committee support House initiatives by providing input and incentives.

We also utilize Sanford Harmony and Conscious Discipline programs in order to teach our students about making good decisions and managing their emotions. These programs help to contribute to a positive school environment.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The PTA's goal is to foster a nurturing and caring environment that aims for continued parent involvement in helping build a better educational environment for our children. Pinewood PTA's goal this year is to contribute to a positive school community by supporting school initiatives and providing valuable input for school improvement.

Our School Advisory Committee (SAC) is comprised of faculty, staff, parents, and community members. These members meet regularly to learn about and offer input on the various school wide improvement initiatives. Our SAC provides suggestions on how to create a positive culture, which are then presented to the Pinewood staff for continued consideration.

A Parent Engagement Liaison (PEL) is purchased with Title I funds to bridge the gap between school and home. This person advocates for the parents and encourages their involvement in all school activities.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$123,368.81
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	130-Other Certified Instructional Personnel	0401 - Pinewood Elementary	UniSIG	0.88	\$57,145.00
			<i>Notes: Other Certified Instructional Personnel 1 Math Resource Teacher to support Coaching Standards-Based instruction.</i>			
	6300	210-Retirement	0401 - Pinewood Elementary	UniSIG		\$6,183.08
			<i>Notes: Retirement Benefits for 1 Math Resource Teacher to support Coaching Standards-Based instruction.</i>			
	6300	220-Social Security	0401 - Pinewood Elementary	UniSIG		\$4,371.59
			<i>Notes: Social Security Benefits for Math Resource Teacher to support Coaching Standards-Based instruction.</i>			
	6300	231-Health and Hospitalization	0401 - Pinewood Elementary	UniSIG		\$9,289.00
			<i>Notes: Health Insurance Benefits for Math Resource Teacher to support Coaching Standards-Based instruction.</i>			
	6300	232-Life Insurance	0401 - Pinewood Elementary	UniSIG		\$44.81
			<i>Notes: Life Insurance Benefits for Math Resource Teacher to support Coaching Standards-Based instruction.</i>			
	6300	240-Workers Compensation	0401 - Pinewood Elementary	UniSIG		\$19.65
			<i>Notes: Workers Compensation for Math Resource Teacher to support Coaching Standards-Based instruction.</i>			
	6300	250-Unemployment Compensation	0401 - Pinewood Elementary	UniSIG		\$7.42
			<i>Notes: Unemployment Compensation Benefits Math Resource Teacher to support Coaching Standards-Based instruction.</i>			
	6300	290-Other Employee Benefits	0401 - Pinewood Elementary	UniSIG		\$1,554.21
			<i>Notes: Other Employee Benefits Math Resource Teacher to support Coaching Standards-Based instruction.</i>			
	5100	510-Supplies	0401 - Pinewood Elementary	UniSIG		\$4,313.50

			<i>Notes: Scholastic supplemental reading materials; targeting grades K-5 struggling readers.</i>			
	5100	510-Supplies	0401 - Pinewood Elementary	UniSIG		\$11,990.00
			<i>Notes: Allowable (5%) for supplies is \$11,990.00</i>			
	6400	390-Other Purchased Services	0401 - Pinewood Elementary	UniSIG		\$2,685.00
			<i>Notes: 3 Teachers to attend virtual Thinking Maps training @ 895.00 registration fee per teacher. Teachers are selected to attend this training based on their needs and willingness to share what they learned after the training.</i>			
	6400	390-Other Purchased Services	0401 - Pinewood Elementary	UniSIG		\$900.00
			<i>Notes: 3 Substitutes for 2 @150.00 per day for 3 Teacher to attend virtual Thinking Maps training</i>			
	6300	120-Classroom Teachers	0401 - Pinewood Elementary	UniSIG	0.5	\$15,000.00
			<i>Notes: After School Curriculum Planning 30 Teachers x 10 days x 2 hours @ 25.00 per hour.</i>			
	6300	210-Retirement	0401 - Pinewood Elementary	UniSIG		\$2,017.00
			<i>Notes: Retirement Benefits for Curriculum Planning 30 Teachers x 10 days x 2 hours @ 25.00 per hour.</i>			
	6300	220-Social Security	0401 - Pinewood Elementary	UniSIG		\$1,547.83
			<i>Notes: Social Security Benefits for Curriculum Planning 30 Teachers x 10 days x 2 hours @ 25.00 per hour.</i>			
	6300	240-Workers Compensation	0401 - Pinewood Elementary	UniSIG		\$52.50
			<i>Notes: Workers Compensation Benefits for Curriculum Planning 30 Teachers x 10 days x 2 hours @ 25.00 per hour.</i>			
	6400	730-Dues and Fees	0401 - Pinewood Elementary	UniSIG		\$1,254.00
			<i>Notes: Kagan Cooperative Learning Structures Training- 6 Teachers X 1 day @209.00 per teacher.</i>			
	5100	510-Supplies	0401 - Pinewood Elementary	UniSIG		\$4,994.22
			<i>Notes: Supplemental educations resources for instructional and practice in English Language Arts for students grades K-6.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$115,079.69
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	130-Other Certified Instructional Personnel	0401 - Pinewood Elementary	UniSIG	1.76	\$75,708.50
			<i>Notes: Other Certified Instructional Personnel 2 supplemental Resource Teachers for intervention in the classroom</i>			
	5100	210-Retirement	0401 - Pinewood Elementary	UniSIG		\$8,191.65
			<i>Notes: Retirement Benefits for 1.5 Resource Teachers for intervention in the classroom</i>			
	5100	220-Social Security	0401 - Pinewood Elementary	UniSIG		\$5,791.70
			<i>Notes: Social Security Benefits for 1.5 Resource Teachers for intervention in the classroom</i>			
	5100	231-Health and Hospitalization	0401 - Pinewood Elementary	UniSIG		\$13,933.50
			<i>Notes: Health Benefits for 1.5 Resource Teachers for intervention in the classroom</i>			
	5100	232-Life Insurance	0401 - Pinewood Elementary	UniSIG		\$53.45
			<i>Notes: Life Insurance Benefits for 1.5 Resource Teachers for intervention in the classroom</i>			

	5100	240-Workers Compensation	0401 - Pinewood Elementary	UniSIG		\$264.97
			Notes: Workers Compensation Benefits for 1.5 Resource Teachers for intervention in the classroom			
	5100	250-Unemployment Compensation	0401 - Pinewood Elementary	UniSIG		\$9.84
			Notes: Unemployment Benefits for 1.5 Resource Teachers for intervention in the classroom			
	5100	290-Other Employee Benefits	0401 - Pinewood Elementary	UniSIG		\$1,826.08
			Notes: Other Employee Benefits for 1.5 Resource Teachers for intervention in the classroom			
	5100	510-Supplies	0401 - Pinewood Elementary	UniSIG		\$9,300.00
			Notes: Classroom library books for student self-selected reading- 13 classes @\$300.00 per grade level for 6 grade levels.\$9,300.00			
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$1,359.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	510-Supplies	0401 - Pinewood Elementary	UniSIG		\$779.00
			Notes: Training--Conscious Discipline (SEL) Access to SEL Training materials for up to 75 individuals			
	6400	510-Supplies	0401 - Pinewood Elementary	UniSIG		\$580.00
			Notes: Book Study--Conscious Discipline (SEL) 20 books for book study at \$29 each			
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$251,797.50