

Polk County Public Schools

Pinewood Elementary School



2021-22 Schoolwide Improvement Plan

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Pinewood Elementary School

1400 GILBERT ST, Eagle Lake, FL 33839

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

Demographics

Principal: April Campbell

Start Date for this Principal: 7/1/2015

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
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: C (46%) 2016-17: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 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.

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Pinewood Elementary School

1400 GILBERT ST, Eagle Lake, FL 33839

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

School Demographics

School Type and Grades Served (per MSID File)	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	63%

School Grades History

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

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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	Position Title	Job Duties and Responsibilities
Hippeli, Adam	Assistant Principal	Data analysis and using the data to make decisions 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 Monitoring conditions for learning in the classrooms Working effectively within systems, understanding decisions-making processes, and supporting school district and school priorities Inspiring and mobilizing colleagues to achieve goals and implementing plans, collaborating with grade level teams and vertical teams Maintaining focus on student achievement
Campbell, April	Principal	
Starling, Meghan	Reading Coach	
Garcia, Mary	School Counselor	
Williams, Jason	Other	
Wiles, Hannah	Teacher, ESE	
Kirk, Jenna	Other	

Demographic Information

Principal start date

Wednesday 7/1/2015, 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

42

Total number of students enrolled at the school

695

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

0

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

10

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	115	121	119	105	110	97	0	0	0	0	0	0	0	667
Attendance below 90 percent	25	18	23	21	24	14	0	0	0	0	0	0	0	125
One or more suspensions	7	2	1	1	12	1	0	0	0	0	0	0	0	24
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	20	12	25	0	0	0	0	0	0	0	57
Level 1 on 2019 statewide FSA Math assessment	0	0	0	17	12	28	0	0	0	0	0	0	0	57
Number of students with a substantial reading deficiency	0	19	51	35	45	34	0	0	0	0	0	0	0	184

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	13	14	13	26	32	0	0	0	0	0	0	0	98

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	2	0	0	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Friday 7/16/2021

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	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

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	121	129	99	112	98	101	0	0	0	0	0	0	0	660
Attendance below 90 percent	18	25	12	13	7	7	0	0	0	0	0	0	0	82
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

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				55%	51%	57%	55%	50%	56%
ELA Learning Gains				57%	51%	58%	53%	51%	55%
ELA Lowest 25th Percentile				57%	49%	53%	45%	45%	48%
Math Achievement				65%	57%	63%	58%	58%	62%
Math Learning Gains				63%	56%	62%	36%	56%	59%
Math Lowest 25th Percentile				44%	47%	51%	32%	44%	47%
Science Achievement				46%	47%	53%	42%	53%	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	55%	52%	3%	58%	-3%
Cohort Comparison						
04	2021					
	2019	58%	48%	10%	58%	0%
Cohort Comparison		-55%				
05	2021					
	2019	46%	47%	-1%	56%	-10%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	73%	56%	17%	62%	11%
Cohort Comparison						
04	2021					
	2019	70%	56%	14%	64%	6%
Cohort Comparison		-73%				
05	2021					
	2019	48%	51%	-3%	60%	-12%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	44%	45%	-1%	53%	-9%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

ELA for all grades - STAR Reading/STAR EL

Math for all grades - STAR Math

Science 5th grade - District created quarterly assessments

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	62	73	59
	Economically Disadvantaged	61	71	53
	Students With Disabilities	47	67	53
	English Language Learners	50	59	42
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	79	82	53
	Economically Disadvantaged	72	77	46
	Students With Disabilities	64	67	40
	English Language Learners	80	70	50
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	90	70	68
	Economically Disadvantaged	93	72	64
	Students With Disabilities	67	75	67
	English Language Learners	100	43	44
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51	49	40
	Economically Disadvantaged	47	47	39
	Students With Disabilities	40	50	23
	English Language Learners	38	38	14

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54	56	49
	Economically Disadvantaged	49	48	42
	Students With Disabilities	44	50	25
	English Language Learners	38	38	22
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	51	55	52
	Economically Disadvantaged	45	50	44
	Students With Disabilities	36	30	25
	English Language Learners	33	33	47
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32	43	31
	Economically Disadvantaged	28	39	28
	Students With Disabilities	11	6	5
	English Language Learners	17	25	8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43	45	38
	Economically Disadvantaged	37	40	33
	Students With Disabilities	5	13	16
	English Language Learners	33	25	21

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	51	48
	Economically Disadvantaged	41	43	40
	Students With Disabilities	0	0	0
	English Language Learners	28	39	28
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	60	58	59
	Economically Disadvantaged	58	55	58
	Students With Disabilities	10	0	0
	English Language Learners	58	47	53
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	54	48	65
	Economically Disadvantaged	44	42	57
	Students With Disabilities	25	0	11
	English Language Learners	51	48	67

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	14			20	30						
ELL	24	22		41	17		18				
BLK	26	27	27	27	36	20	18				
HSP	39	39		49	32		41				
WHT	54	45		67	40		63				
FRL	38	37	21	49	36	36	41				
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				

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
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				

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	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	319
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
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	28
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	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

STAR data and classroom performance during the 2021 – 2021 school year, show a decline in math and ELA proficiency across all grade levels. Trend data shows the students with disabilities subgroup proficiency in math and ELA continues to be significantly below the total groups and all other subgroups.

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

The greatest need for improvement is in math and ELA proficiency in grade 5 and the subgroup students with disabilities across all subjects and grades.

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

A major factor contributing to the decline in scores is the pandemic and the barriers it created with student and adult attendance and quarantines. Frequently, coaches and paraprofessional were not able to perform their duties and roles to support teachers and students because of being pulled to cover for staff absences. New actions needed are for strategic support and intervention to take place in our primary grades to ensure students are entering grade 3 as proficient readers. Readers who can read and comprehend grade level text and have the stamina to read for extended periods.

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

STAR ELA scores in grades 3 and 4 did not show significant decline and remained within 2-5 points of previous schoolwide FSA proficiency.

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

The consistency and lack of decline in grades 3 and 4 ELA was greatly due to having ELA teachers with experience teaching the subject and grade level. Having a focus on small group instruction with planned remedial activities to bridge learning gaps.

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

Continue the early identification of students for the gifted program. Focus on small group instruction with leveled texts, novels, and challenging reading materials. Use the Accelerated Reader challenges to increase minutes engaged in reading books at ZPD levels. Continue to focus on strengthening the tier 1 instruction with engaging lessons and meaningful activities.

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.

PD will be provided on the schoolwide MTSS progress monitoring assessments and levels of expected proficiency.

PD will be provided on the interpretation of STAR scores and how to differentiate instruction. groups. Teachers will also receive support on the materials need for small group instruction.

PD will be provided on the Florida Wonders materials.

PD will be provided on the implementation of BEST standards in grades K-2 and the transition of BEST standards in grades 3-5.

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

The ELA coach will facilitate additional summer planning days to introduce the new reading materials and preview the BEST standards. Teachers will be offered an additional planning day(s) during their scheduled planning block.

Monthly data chats to discuss individual, class, and grade level proficiency on the school-wide progress monitor assessments will occur.

Quarterly Accelerated Reader challenges focusing on fiction and nonfiction reading have been scheduled.

Focus on math fluency.

Focus on reading fluency in K – 2 with a goal of all students exiting grade 2 being proficient readers.

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 differentiation will allow a 5% gain in both ELA and mathematics learning gains as measured by the 2022 FSA. Continuing to differentiate instruction will allow for overall proficiency gain in both ELA and math by 5% as measured by the spring 2022 FSA.
Monitoring:	This area will be monitored by monthly grade level data chats using individual student, class, and grade level Star scores.
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 in order to close learning gaps. Differentiation allows teachers to meet the academic needs of students by focusing on benchmarks that need to be remediated or by looking ahead at skills needed to provided enrichment,
Rationale for Evidence-based Strategy:	The rational for selecting differentiation is students enter classrooms with different abilities, learning styles, and personalities. Educators are obligated to see that all students learn the current grade level benchmarks. Through the use of differentiated instruction strategies, educators can help students meet and exceed established benchmarks. Through various grouping, techniques, strategies , and tiers lessons, students are given the opportunity to become proficient on grade level benchmarks.

Action Steps to Implement

Increase Tier 2 and 3 supports for students with attendance issues.

Increase homeschool contact for student with attendance issues with mandatory conferences

Implement attendance contracts and continue parent attendance letters.

The use of additional resources to increase student engagement. This may include learning games, Reading-Z, math manipulatives, technology, field trips, guest speakers, class literature class sets, and periodicals.

Weekly collaborative planning for math and reading facilitated by coaches.

Implement departmentalization in grade 2

Coaches modeling and coteaching lessons

Common progress monitoring assessments. Reinforcement and reteaching of skills or enrichment activities by paraprofessionals.

Monthly data chats to review individual, class and grade level progress monitoring data

Feedback given following classroom visits

PD on MTSS with a guidelines and resource notebook provided

PD on Reading Wonders materials and BEST benchmarks

Offer additional planning sessions

**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 differentiation will allow a 5% gain in both ELA and mathematics learning gains as measured by the 2022 FSA. Continuing to differentiate instruction will allow for overall proficiency gain in both ELA and math by 5% as measured by the spring 2022 FSA.
Monitoring:	This area will be monitored by monthly grade level data chats using individual student, class, and grade level STAR scores.
Person responsible for monitoring outcome:	Adam Hippeli (adam.hippeli@polk-fl.net)
Evidence-based Strategy:	Research indicates that students in small groups in the classroom learn significantly more than students who were instructed in small groups. Small group instruction allows teachers to work more closely with each student. The type of instruction provides the teacher the opportunity to evaluate students' strengths, locate gaps in the development of reading and math skills and tailor lessons focused on the specific learning objectives. It is effective because the teaching is targeted precisely to what the students needs in order to advance.
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 student to be given materials and taught at their point of need. This strategy will place students in a setting that is more interactive and tailored to the needs of the groups. Since it will be at their instructional level, students will experience more successful.

Action Steps to Implement

Increase Tier 2 and 3 supports for students with attendance issues.
 Increase homeschool contact for student with attendance issues with mandatory conferences
 Implement attendance contracts and continue parent attendance letters.
 The use of additional resources to increase student engagement. This may include learning games, Reading-Z, math manipulatives, technology, field trips, guest speakers, class literature class sets, and periodicals.
 Weekly collaborative planning for math and reading facilitated by coaches.
 Implement departmentalization in grade 2
 Coaches modeling and coteaching lessons
 Common progress monitoring assessments. Reinforcement and reteaching of skills or enrichment activities by paraprofessionals.
 Monthly data chats to review individual, class and grade level progress monitoring data
 Feedback given following classroom visits
 PD on MTSS with a guidelines and resource notebook provided
 PD on Reading Wonders materials and BEST benchmarks
 Offer additional planning sessions

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

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: In grades 3-5, less than 50% of the students scored a level 3 or higher on the most recent FSA ELA assessment. The 2021 FSA data shows 42% of the 3-5 graders were proficient in ELA. Third grade had the highest percent of student proficient with 47% proficiency. In grade 4 28% of the students were proficient and in grade 5 44% were proficient. In grades 4-5 39% of the students had a learning gain.

Measurable Outcome: The goal is to focus primarily on individual and class learning gains in order to increase the overall proficiency in grades 3-5 to 51%. Of the current fourth graders, 47% were proficient last year. The goal is to move to 52%. Only 28% of current 5th graders were proficient last year and the goal is to move to 50%. The goal for current third graders is =52% proficiency which is an increase of 5% from last year's 3 grade proficiency. Each grade level meeting their proficiency goal will move the overall proficiency for grades 3-5 to 51%.

Monitoring: Monthly data chats will take place to review the MTSS progress monitoring results at the tier 1, 2 and 3 level. Each grade level will monitoring the same skills, use the same assessment monitoring tool, and asses during the same time frame. Data chats will allow the leadership team to see individual student growth, class growth by teacher, as well as grade level growth.

Person responsible for monitoring outcome: April Campbell (april.campbell@polk-fl.net)

Evidence-based Strategy: The evidence based strategy that will be used is repeated practice. Students will be given multiple opportunities through direct instruction, independent work, with partners, using games in centers ,and using technology to practice the basic skills that are being monitored and assessed using the MTSS tools.

Rationale for Evidence-based Strategy: Practice helps students to retain the knowledge and skills that have been taught and are learning. Research shows that students do better when they are given multiple opportunities to do the same things over an extended period of time in a variety of ways.

Action Steps to Implement

Train and assist teachers in the use of the school-wide MTSS progress monitor tools and tracking forms.

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

Meet monthly with teams to discuss class and team progress towards MTSS targets. Facilitate discussion of what teachers are doing and using in classrooms with growth. Provide additional support and guidance in classrooms not making gains.

Person Responsible Meghan Starling (meghan.starling@polk-fl.net)

Monitor the use of Accelerated Reader tracking the number of students reading an average of 30 minutes daily with a goal of 85% or higher, and reading in their ZPD range.

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

According to the dashboard, Pinewood did very well when compared to other elementary schools across the state and falls into the very low category. This is based on the areas of violent incidents, property incidents, and drug/public order incidents. Suspensions per 100 students 2.7 with a total of 18 out of school suspensions.

The primary area of concern the school will monitor is minor disruptive behavior that generally involves students refusing to do as instructed by and adult or students who display behaviors that interfere with classroom instruction and leads to administration intervening.

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's mission statement fully describes what is involved in building 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 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 Paw Printz.

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 actively 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.

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

PTO
 SAC
 Business partners
 Parents
 Community members

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
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00