

Brevard Public Schools

Pinewood Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	11
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

Pinewood Elementary School

3757 OLD DIXIE HWY, Mims, FL 32754

<http://www.pinewood.brevard.k12.fl.us>

Demographics

Principal: Mitzi Robinson

Start Date for this Principal: 6/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	97%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: B (60%) 2018-19: A (65%) 2017-18: B (54%)
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	ATSI
* 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 Brevard 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	6
Needs Assessment	11
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

Pinewood Elementary School

3757 OLD DIXIE HWY, Mims, FL 32754

<http://www.pinewood.brevard.k12.fl.us>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	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	12%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	B	A	A

School Board Approval

This plan is pending approval by the Brevard County School Board.

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.

All staff, students and parents work together to create P.R.I.D.E in our community. (Positivity, Responsibility, Integrity, Determination and Excellence) (Revised 9/22)

Provide the school's vision statement.

Empowering students today and building leaders of tomorrow where all belong, all learn and all have pride in their community. (Revised 8/4/22)

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Robinson, Mitzi	Principal	<p>The Principal is the instructional leader and leads the team through all aspects of school improvement, data analysis and collaborative decision making. She leads the Pinewood Leadership Team which meets every Monday morning to discuss upcoming school events, PBIS, data and MTSS. The team coordinates individual team member calendars, including MTSS/IPST meeting dates and times. Upcoming data team meeting agendas are also created during these meetings. These meetings are also used to problem solve issues that arise within the school. The results of the meetings are then shared with appropriate parties.</p>
Smith, Amber	Assistant Principal	<p>The assistant principal supports all aspects of school improvement. She will attend all leadership team meetings and will coordinate the facilitation of the MTSS process. She will guide our staff in identifying and monitoring students in the MTSS processes, ensure interventions are done with fidelity and that documentation meet state expectations. She will deliver instructional guidance by providing researched based curriculum materials, analyze data while guiding staff to understand and adapt instruction, observing and providing feedback to improve current teacher practices. Mrs. Smith is also our testing coordinator which involves planning and scheduling for all testing protocols to be followed with fidelity along with faculty and staff being given the proper training. She communicates with parents to resolve any disciplinary measures and coordinates with our guidance counselor the social/emotional needs of students.</p>
Vaughan, Kathleen	Reading Coach	<p>Ms. Vaughan is the Literacy Coach and the Parent and Family Involvement Coordinator. She mentors new teachers by modeling lessons, provides guidance on lesson planning, and peer observations. She provides English Language Arts professional development to staff which addresses the needs of all learners. During data team meetings, Ms. Vaughan helps lead data analysis and drive instructional delivery to meeting the rigor of the standards. She helps to monitor Tier 2 and Tier 3 interventions and instructs teachers how to carry out researched based interventions. Last, she utilizes the coaching cycle to observe and provide feedback to teachers to consistently improve their practices.</p>
Nason, Jennifer	School Counselor	<p>Mrs. Nason provides MTSS assistance to teachers, shares data and critical information regarding student performance and behavior, and ESE supports to faculty and students. Mrs. Nason facilitates the implementation of school wide SEL curriculum and collaborates with our school's social worker to provide counseling to some of our most vulnerable students. Mrs. Nason provides counseling to groups based on teacher referrals and checks in/out with many students. She collaborates with schools in the feeder chain pattern to assure continuity of supports for students as they transition to middle school. Lastly, she oversees all of our ESOL compliance.</p>
Charron, Chris	SAC Member	<p>Mr. Charron is our Technology Specialist and works with our teachers and staff to ensure that our students have the technology they need. He is also on our</p>

Name	Position Title	Job Duties and Responsibilities
------	----------------	---------------------------------

SAC, and as such, helps to communicate with our stakeholders on our goals and needs. He

Demographic Information

Principal start date

Wednesday 6/1/2016, Mitzi Robinson

Number of teachers with a 2022 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.*

4

Number of teachers with a 2022 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.*

12

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

525

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

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	91	81	61	61	61	66	66	0	0	0	0	0	0	487
Attendance below 90 percent	7	24	19	19	8	18	10	0	0	0	0	0	0	105
One or more suspensions	1	6	5	4	1	1	5	0	0	0	0	0	0	23
Course failure in ELA	0	0	0	1	2	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	1	3	5	0	0	0	0	0	0	0	9
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	6	10	0	0	0	0	0	0	0	19
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	12	8	12	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	0	0	23	19	0	0	0	0	0	0	0	0	0	42

Using the table above, complete the table below with the number of students by current grade level who have 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	2	1	1	0	0	0	0	0	0	0	5

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	9	6	2	3	0	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	2	4	0	0	0	0	0	0	0	6

Date this data was collected or last updated

Wednesday 9/7/2022

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	70	85	62	67	59	67	67	0	0	0	0	0	0	477
Attendance below 90 percent	7	13	8	4	6	9	7	0	0	0	0	0	0	54
One or more suspensions	0	1	2	1	0	2	6	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	9	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	0	1	2	5	0	0	0	0	0	0	0	0	0	8
Level one on 2021 FSA ELA	0	0	0	0	6	6	11	0	0	0	0	0	0	23
Level one on 2021 FSA Math	0	0	0	1	8	10	16	0	0	0	0	0	0	35

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	1	2	2	5	6	10	0	0	0	0	0	0	26

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	4	4	1	0	1	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	4	0	1	0	0	0	0	0	0	6

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	70	85	62	67	59	67	67	0	0	0	0	0	0	477
Attendance below 90 percent	7	13	8	4	6	9	7	0	0	0	0	0	0	54
One or more suspensions	0	1	2	1	0	2	6	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	9	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	0	1	2	5	0	0	0	0	0	0	0	0	0	8
Level one on 2021 FSA ELA	0	0	0	0	6	6	11	0	0	0	0	0	0	23
Level one on 2021 FSA Math	0	0	0	1	8	10	16	0	0	0	0	0	0	35

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	1	2	2	5	6	10	0	0	0	0	0	0	26

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	4	4	1	0	1	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	4	0	1	0	0	0	0	0	0	6

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	61%	61%	56%				67%	62%	57%
ELA Learning Gains	63%						68%	60%	58%
ELA Lowest 25th Percentile	46%						56%	57%	53%
Math Achievement	67%	49%	50%				67%	63%	63%
Math Learning Gains	71%						65%	65%	62%
Math Lowest 25th Percentile	49%						56%	53%	51%
Science Achievement	61%	60%	59%				76%	57%	53%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	17	30	11	29	40	26	23				
MUL	63	54		81	77						
WHT	61	65	47	65	70	47	63				
FRL	55	53	38	59	67	46	58				
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	38	46	42	35	36	31	21				
MUL	72	75		61	58						
WHT	65	49	38	66	55	37	56				
FRL	57	48	32	55	43	29	35				
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	24	47	44	41	65	54					
BLK	25	60		25	50						
MUL	73	83		58	67						
WHT	68	68	51	71	65	56	82				
FRL	61	69	61	60	61	52	70				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	418
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	69
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

iReady scores across all grade levels and subgroups showed an increase in ELA proficiency with the exception of our SWD subgroup which shows a significant decrease in proficiency.

2022 FSA

There was a decrease in ELA proficiency on the FSA.

ELA overall proficiency, SWD subgroup proficiency, and SWD ELA Learning gains are the biggest concerns.

Overall proficiency was 61%.

17% of our SWD were proficient and only 11% of our SWD lowest 25% scored proficient on the FSA.

SWD Proficiency has been below 56% for the past 4 years.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Third, Fourth, Fifth, and Sixth grade ELA iReady diagnostic has smaller proficiency gains from Fall to Spring.

Third- 29% proficiency gain all students

Fourth- 21% proficiency gain all students

Fifth- 29% proficiency gain all students

Sixth- 12% proficiency gain all students

School-wide we had a 34% gain of our economically disadvantaged, and a 14 gain of our SWD

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

We had the implementation of the newly adopted ELA program.

We had many students quarantined throughout the 1st semester leading to many students missing instruction.

There is still a need for consistent standards based Tier 1 instruction across grade levels as well as the need for improved small group instruction.

Possible actions to be taken include continued training on and the implementation of the ELA curriculum. A focus on Tier I instruction including timing, pacing, and county curriculum content in reading and math is needed, and training and assistance with grouping of students and the use of appropriate material for small group instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our primary students ELA iReady data shows a greater percentage of proficiency gain from the Fall to Spring.

Fifth and sixth grades showed the greatest percentage of ELA proficiency gain on the FSA. Fourth and fifth grades showed the greatest percentage of Math proficiency on the FSA

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

Our primary students' iReady gains comes as their familiarity with the program and diagnostics increases. A focus on intensive intervention in the primary grades also contributed to these gains.

Fifth and Sixth grade increase in ELA proficiency and Fourth and Fifth grade increase in Math proficiency can be contributed to more intense focus on small group instruction.

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

Small group instruction in reading and math in all classrooms. Title I support of students in the lowest 25%, Tier II and Tier III. Increase focus on Tier I instruction including consistently following ELA and Math program pacing with fidelity and closing the achievement gap to have learning leaps using ASP Tutoring, mentors, super Saturday events.

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.

Teachers will continue to be provided professional development by both the county and our school's reading coach in the new ELA curriculum, and district math coach in the new math curriculum. The reading coach will also provide individual support in classrooms during ELA and intervention time. Title I teachers and assistants will pull groups for intensive support.

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

We will use our ESSR money to pay teachers and IAs to provide after-school tutoring. We will hire a teacher using our ASP money to teach small groups during the school day.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The consistent delivery of high quality, standards-based Tier I instruction will increase student proficiency rates.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Total student achievement in ELA will increase from 61% to 75% proficient. Learning gains will increase from 63% to 70%. Lowest 25% learning gains will increase from from 46% to 60%.

Total student achievement in Math will increase from 67% to 75% proficient. Learning gains will increase from 71% to 75%. Lowest 25% learning gains will increase from 49% to 65%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Administrative walk throughs focusing on pacing, implementation of county curriculum in Tier I instruction and small group instruction in the ELA and Math blocks.

Person responsible for monitoring outcome:

Mitzi Robinson (robinson.mitzi@brevardschools.org)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will receive school and county level professional development from content specialists. Our reading coach will provide group as well as individual support in implementing the reading and new math curriculum with fidelity.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

School based coaching support as well as the ability to access content specific professional development through the county provides teachers with a multitude of options to increase their knowledge base, familiarity and successful implementation of the county curriculums. This intensive support will help to ensure that teaching practices change and evolve with the new curriculum.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Weekly grade level data meetings.

In the 22/23 school year, one meeting each month will be dedicated to discussing the effect Tier I instruction is having on the lowest 25% and our SWD subgroup, along with what strategies can be put in place for learning gains including what is needed in Tier II and Tier III instruction. Other weekly meetings will be to discuss the progress of all students in Tier I instruction and the students currently in the MTSS process in order to ensure no student falls through the cracks.

Person Responsible

Amber Smith (smith.amber@brevardschools.org)

MTSS facilitator will monitor the lowest 25% of students after each iReady diagnostic, FAST/STAR assessment period and monthly check-ins regarding intervention data (Tier 2 and Tier 3). (T1)

Person Responsible Amber Smith (smith.amber@brevardschools.org)

Strengthening Tier 1 instruction with all classroom teachers through professional development. Our reading coach will utilize the coaching cycle with new instructional staff or staff members struggling to implement new curriculum. (T1)

Person Responsible Kathleen Vaughan (vaughan.kathleen@brevardschools.org)

ELA and Math will be monitored by i-Ready diagnostic two times a year and the lowest 25% will be growth monitored.

Person Responsible Mitzi Robinson (robinson.mitzi@brevardschools.org)

Purchase iReady Magnetic Reading workbooks for 2nd-4th grade for intervention groups to support student reading instruction. (T1)

Person Responsible Mitzi Robinson (robinson.mitzi@brevardschools.org)

We will create an iReady reporting group as well as our State PM data to monitor our ESSA subgroup, SWD students. We will track their progress on diagnostics, lessons, and standards mastery. Our reading coach will work with teachers to increase student success and provide intervention guidance as needed. The data will also be discussed/reviewed at grade level data team meetings.

Person Responsible Kathleen Vaughan (vaughan.kathleen@brevardschools.org)

Classroom walkthroughs by principal and assistant principal during Tier I instruction in reading and math focusing on pacing and implementing county curriculum with fidelity.

Person Responsible Mitzi Robinson (robinson.mitzi@brevardschools.org)

Hire an additional Title I IA to work with our Tier 2 students to provide interventions in both math and ELA. (T1)

Person Responsible Mitzi Robinson (robinson.mitzi@brevardschools.org)

Teacher will be hired to teach ASP to our lowest 25% in 3rd grade (ELA) and our 4th graders who scored a Level 1 on the 2022 FSA. (T1)

Person Responsible Mitzi Robinson (robinson.mitzi@brevardschools.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

17% of our SWD were proficient and only 11% of our SWD lowest 25% scored proficient on the 21-22 FSA.
SWD proficiency has been below 56% for the past 5 years.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

SWD ELA proficient gains will increase from 17% to 41%.
SWD Math proficient gains will increase from 29% to 41%

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administrative walk-throughs will be conducted during Tier 1, small group and interventions to ensure instruction is on pace. Administration will ensure county curriculum is being implemented with fidelity during Tier I instruction in the ELA and Math blocks.

Person responsible for monitoring outcome:

Mitzi Robinson (robinson.mitzi@brevardschools.org)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will receive school and county level professional development from content specialists. Our reading coach will provide group and individual support in implementing the reading and new math curriculum with fidelity.

Rationale for Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

School based coaching support as well as the ability to access content specific professional development through the county provides teachers with a multitude of options to increase their knowledge base, familiarity, and successful implementation of the county curriculums. This intensive support will help to ensure that teaching practices change and evolve with the new curriculum and that our SWD students are receiving on-grade level instruction.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Weekly grade level data meetings.

In the 22/23 school year, one meeting each month will be dedicated to discussing the effect Tier I instruction is having on the lowest 25% and our SWD subgroup, along with what strategies can be put in

place for learning gains. This will include what is needed in Tier II and Tier III instruction for students to continuously show growth.

Person Responsible Amber Smith (smith.amber@brevardschools.org)

ELA and Math will be monitored by i-Ready diagnostic two times a year and our SWD will be growth monitored.

Person Responsible Mitzi Robinson (robinson.mitzi@brevardschools.org)

We will create an iReady reporting group as well as our State PM data to monitor our ESSA subgroup, SWD students. We will track their progress on diagnostics, lessons, and standards mastery. Our reading coach will work with teachers to increase student success and provide intervention guidance as needed. The data will also be discussed/reviewed at grade level data team meetings.

Person Responsible Kathleen Vaughan (vaughan.kathleen@brevardschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Pinewood hosts several family involvement events throughout the school year including grade level specific curriculum nights, Award Ceremonies with student performances, Math Night, Pinewood Page Turners twice per year, National Literacy Week, Bedtime Story Night, Taste of Kindergarten, Science Night, Winter and Spring Chorus Performances, Volunteer Breakfast, PBIS incentives to include parent involvement in order to reach most parents. We see there may be gaps and parents we don't reach, so Pinewood communicates regularly with families and community stakeholders through Facebook posts, flyers, and a bi-weekly newsletter.

Pinewood offers a multitude of materials that parents can check out to work with their child at home. We have resources for every grade level and subject and offer to train parents in using them. Our Literacy Coach works directly with teachers/parents to provide them with book bags sent home each week on that student's specific reading level and based upon individual interests. (T1)

The Parent Survey revealed that they are hoping this school year will allow them to attend events in person and we are making every effort to give parents the opportunity to come and join us with things happening during the school day by sending out SignUpGenius' for each event. We are also hosting weekly parent/guardians' lunch with students.

Pinewood builds relationships with the community through several activities and events including registration day, Feeder Chain Homecoming Parade, community parades, and having business partners volunteer time and resources that improve student achievement. A local church and Second Harvest provide students meals to take home on the weekend. Our business Partner, First Baptist Church of Aurantia provides events and a clothing closet for our students. A Science Fair night, Art Fair, and Music

Programs provide families an opportunity to observe their child's learning.

The School Advisory Council provides parents and community members a voice in school decision making. We request feedback on decisions through newsletters and online surveys and offer exit slips at the end of all parent involvement nights requesting opinions of families. According to the Teacher Insight Survey, 84% of Pinewood teachers felt that interactions between students and adults at school are respectful, 96% feel Pinewood is a good place to teach and learn, 100% feel school leaders promote a safe and productive learning environment, and 84% feel students can achieve the academic standards for their grade level. In order to create this environment, Pinewood utilizes PBIS. PBIS involves not just students and faculty but also community. Teachers provide classroom PBIS incentives and the PBIS team organizes a variety of school wide rewards including a quarterly PAW Store, lunch rewards, and special events. Community partners and parent volunteers support these events.

According to the Youth Truth Student Survey 80% of students felt their teacher treated them with respect, 79% think their teacher cares about them, 71% feel like they learn a lot in class, and 98% feel their teacher wants them to do their best. This is a reflection of PBIS, Conscious Discipline (social emotional program), and guidance counselor groups. The Youth Truth survey showed that only 22% of our students felt that their class stayed busy and did not waste time. We feel that focusing on standards aligned instruction with the instructional practice of consistently following the ELA and math programs pacing and timing would positively increase student engagement.

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

Administration - Coordinator of community relations and organization of community engagement, volunteer coordinator and community event organizer, ensure that teachers and staff have resources, training, and ongoing support needed; provide frequent, constructive feedback; provide an open-door policy to all teachers and staff

Teachers- Communicate high expectations for all students, communicate student progress to parents and provide high quality instruction

Students- Respect school and classroom rules and procedures; put best effort into all classwork

School Technology Specialist- Provide technology support to teachers and staff and social media presence online

Literacy Coach - Content specialist/liaison, family engagement event coordinators, parent involvement

PBIS Team - Student positive behavior supports

SAC- Open to all members of the community; gives members a voice and influence over the direction of the school

Parents- Ensure students attend schools and arrive on time; support learning at home, communicate with staff and teachers

Volunteers- Provide time and resources to teachers and staff for projects and events

Volunteer Coordinator - Helps to coordinates student/parent events

Community Partners- Provide personnel and/or monetary support to various events, projects, and classrooms