

Polk County Public Schools

Pinewood Elementary School



2022-23 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: 6/30/2015

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (42%) 2018-19: B (55%) 2017-18: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 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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<http://schools.polk-fl.net/pes>

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-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	67%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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
Starling, Meghan		<p>Build relationships to develop a climate of trust</p> <p>Lead weekly collaborative planning sessions focusing on the extent of the B.E.S.T. standards by developing objectives for each standard</p> <p>Engage colleagues in conversations centered around ELA data and discuss how to improve instructional practices.</p> <p>Analysis ELA data to make instructional decision</p> <p>Share vertical data regarding school-wide strengths and areas of needed growth.</p> <p>Assist colleagues with the implementation of ELA instruction through mentoring, modeling, and coaching</p> <p>Assist and inspire colleagues in setting goals for individual students, the class, and the grade level</p> <p>Actively participate in weekly leadership team meetings by offering suggestions, making instructional decisions, provide feedback from classroom visits</p> <p>Attend district professional development</p>
Garcia, Mary		<ul style="list-style-type: none"> • Participate in MTSS meetings, observations, and organization of documentation for the school and district. • Social and Emotional learning compliance and support with Stanford Harmony. Provide training and modeling of lessons for all new teachers. • Organize and support small groups as needed with anger, grief, conflict resolution or other needs noticed. • Beginning of year teacher informational meetings with documentation of students in their classroom w/ 504 plans and MTSS in place. • Review all new cum folders for any paperwork concerning 504 Plans, ESOL, MTSS and IEP. • Maintain and disseminate resources to families on various topics needed such as grief, divorce, counseling resources and other. • Monitor and facilitate attendance meetings after 15 days of absences. • Meet with parents for problem solving as needed • Provide concerns with any parent communications. • Update on threat assessments. • Share observations on Stanford Harmony for the week.
Kirk, Jenna	Behavior Interventionist	<p>Participate in leadership team meetings</p> <p>Participate in leadership walks</p> <p>Guides/assist teachers in writing behavior plans</p> <p>Serves tier 2 intervention students</p> <p>Parent conferences with tier 2 behavior students</p> <p>School-wide PBIS contact</p> <p>Leads PBIS meetings</p> <p>Plans and oversees, quarterly PBIS events</p> <p>Provide academic remediation for struggling first graders</p>

Name	Position Title	Job Duties and Responsibilities
Campbell, April		<p>The duties and responsibilities of the principal include but are not limited to the following:</p> <p>Create a climate of trust and positivity by building relationships with staff, students, parents and the community</p> <p>Develop a climate where staff feel safe to engage in collaborative planning, sharing of best practice, and mentoring</p> <p>Provide teachers opportunities for growth through professional development, feedback, and coaching</p> <p>Lead the focus on student achievement through feedback, data discussions and analysis</p> <p>Ensure quality instruction aligned to the standards with task alignment</p> <p>Oversee the budget and make financial decisions based on student achievement and facility needs</p> <p>Hire and retain highly qualified staff</p> <p>Communicate with stakeholders and community members (SAC, PTO, Winter Haven Chamber)</p> <p>Work effectively within the systems of PCPS</p> <p>Updates on curriculum needs, trainings, or initiatives.</p> <p>Share district updates, supports, information, and timelines wiht staff</p> <p>Provide testing information as needed.</p> <p>Report out on class walks for the week.</p>
Sokolski, Samanatha		<p>Build relationships to develop a climate of trust</p> <p>Lead weekly collaborative planning sessions focusing on the extent of the B.E.S.T. standards by developing objectives for each standard</p> <p>Engage colleagues in conversations centered around math data and discuss how to improve instructional practices.</p> <p>Analysis math data to make instructional decision</p> <p>Share vertical data regarding school-wide strengths and areas of needed growth.</p> <p>Assist colleagues with the implementation of math instruction through mentoring, modeling, and coaching</p> <p>Assist and inspire colleagues in setting goals for individual students, the class, and the grade level</p> <p>Actively participate in weekly leadership team meetings by offering suggestions, making instructional decisions, provide feedback from classroom visits</p> <p>Attend district professional development</p>
Wiles, Hannah	LEA	<ul style="list-style-type: none"> • 70/30 rule implemented weekly per guidelines. • Support new teachers by modeling classroom instruction, class management strategies with ESE students, and supports with tools for students with behavior needs. • Visit all ESE classrooms and inclusion rooms weekly to ensure proper instruction and supports. • Ensure documentation logs guidelines are followed with schedules being implemented properly. • Support scheduling with ESE teachers & problem with them.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Attend all district meetings and disseminate information to teachers and administrators. • Support implementation and monitoring of all IEP's, review dates, and staffing scheduling. • Beginning of year teacher information / documentation meeting of students in their classroom w/ IEP • Review new cum folders for any paperwork concerning IEPs, BIPS, & FBAS. • Meet with all parents to problem solving as needed. • Meet with all teachers to problem solve as needed. • Provide ESE dates and names for upcoming staffing meetings. • Provide concerns with ESE students, classes, and teachers based on weekly walks. • Provide concerns with any parent communications from the week. • Share status on due dates with re-evaluations and timelines based on protocol.
Rios, Luis		<p>Data analysis and using the data to make decisions</p> <p>Developing a climate of trust and reflection to engage colleagues in conversations about student learning data and ways to use data to improve instructional practices</p> <p>Building relationship through communication through mentoring, collaboration, and decision making</p> <p>Coaching teachers for growth</p> <p>Monitoring conditions for learning in the classrooms</p> <p>Working effectively within systems, understanding decisions-making processes, and supporting school district and school priorities</p> <p>Inspiring and mobilizing colleagues to achieve goals and implementing plans, collaborating with grade level teams and vertical teams</p> <p>Maintaining focus on student achievement</p> <p>Updates on curriculum needs, trainings, or initiatives.</p> <p>Share Progress Monitoring dates, supports and timelines</p> <p>Provide testing information as needed.</p> <p>Report out on class walks for the week.</p>

Demographic Information

Principal start date

Tuesday 6/30/2015, April Campbell

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.*

0

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.*

3

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

703

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

4

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

7

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	98	100	99	137	109	123	0	0	0	0	0	0	0	666
Attendance below 90 percent	0	44	35	23	44	33	0	0	0	0	0	0	0	179
One or more suspensions	0	4	6	4	2	2	0	0	0	0	0	0	0	18
Course failure in ELA	0	4	15	1	8	5	0	0	0	0	0	0	0	33
Course failure in Math	0	3	5	0	1	5	0	0	0	0	0	0	0	14
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	25	37	31	0	0	0	0	0	0	0	93
Level 1 on 2022 statewide FSA Math assessment	0	0	0	27	32	37	0	0	0	0	0	0	0	96
Number of students with a substantial reading deficiency	0	48	60	73	29	17	0	0	0	0	0	0	0	227

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	2	17	18	12	17	30	0	0	0	0	0	0	0	96

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

Saturday 8/20/2022

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	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

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	115	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

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	46%	47%	56%				55%	51%	57%
ELA Learning Gains	58%						57%	51%	58%
ELA Lowest 25th Percentile	35%						57%	49%	53%
Math Achievement	50%	42%	50%				65%	57%	63%
Math Learning Gains	47%						63%	56%	62%
Math Lowest 25th Percentile	32%						44%	47%	51%
Science Achievement	26%	49%	59%				46%	47%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	55%	52%	3%	58%	-3%
Cohort Comparison		0%				
04	2022					
	2019	58%	48%	10%	58%	0%
Cohort Comparison		-55%				
05	2022					
	2019	46%	47%	-1%	56%	-10%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	73%	56%	17%	62%	11%
Cohort Comparison		0%				
04	2022					
	2019	70%	56%	14%	64%	6%
Cohort Comparison		-73%				
05	2022					
	2019	48%	51%	-3%	60%	-12%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	44%	45%	-1%	53%	-9%
Cohort Comparison						

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	32	31	19	19	12	6				
ELL	29	38		25	30		13				
BLK	28	42	33	35	36	33	9				
HSP	45	59	35	45	42	29	28				
MUL	64			58							
WHT	57	68		64	59		36				
FRL	43	56	37	46	47	30	24				
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				
WHT	61	54	53	69	66	38	58				
FRL	47	52	55	59	56	47	39				

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	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	332
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	19
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	29
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	61
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	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

STAR Early Literacy data indicates that 50% of all kindergarteners, 54% of first graders, and 52% of second graders were proficient in ELA in the spring. The percentage for students in the subgroup students with a disability, show a large gap In kindergarten. The proficiency of students with a disability is 18% and the proficiency of students with a disability in second grade is 20%. There is also a proficiency gap for ELL students with 22% of second grade ELL students being proficient. STAR Math data for first and second grade shows a decline in first and second grade proficiency from the fall to the spring. However, the gap in the ELL subgroup is much smaller and there is no gap with the subgroup students with disabilities. In the FSA ELA, there was an increase in the percent of students proficient (4%), the proficient making learning gains (19%), and percent of the lowest 25% making learning gains (9%). FSA math showed a decrease in overall proficiency (1%) and a decrease in the percent of the lowest 25 making learning gains (3).

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

FSA math data shows 5th graders performed at a much lower level than 3rd and 4th graders. In grade 5, 37% of the students were proficient in math compared to 57% of the 3rd and 4th graders. Science scores in fifth grade decreased 17 points.

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

One factor contributing to the need for this improvement is the alignment of student tasks to the the standard. When comparing student report card grades to STAR and FSA data there is a noticeable difference in individual and class achievement levels. Report card grades indicate students are performing at a higher achievement level compared to STAR and FSA testing. This indicates that the tasks given are not aligned to standard mastery level. Small group instruction without research-based materials is also a contributing factor to the need for improvement. Students identified as in need of remediation are grouped according to need. However, the materials teachers use for remediation are inconsistent and a researched-based program is not used school-wide.

Training on tasks aligned to the standard is needed to address the need for improvement. Purchasing researched based materials to address gaps and remediation needs is also needed.

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

The greatest improvement on state assessments was the learning gains for students in grades 3-5 on the FSA ELA assessment. Learning gains increased from 39% to 58%,

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

A focus on small group instruction and remediation based on the school-wide MTSS progress monitoring contributed to the increase in reading learning gains. Basic skills in ELA were regularly assessed in grade levels, classes, and individual data were discussed in grade level meetings with the leadership team. Tier 2 plans focused on mastery of the basic skills assessed.

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

Small group instruction will need to take place with fidelity with a focus on materials that are differentiated based on need.

Students' tasks will need to be developed that align to the full intent of the standards in order for students to be given equivalent learning experiences.

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.

Professional development will take place to provide teachers training on the Arc Framework. Administrators and coaches will lead PLCs with grade level teams to Arc benchmarks.

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

The leadership team will use the school walk through tool to collect data on task alignment to the benchmarks. Individual teachers and teams will be provided feedback on the data collected. MTSS data discussions will take place. Conversation will center around the strategies that are being used in the classrooms that have the highest percent proficient as well as the classrooms that are showing the greatest gains in the number of students making gains.

Areas of Focus

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

:

#1. Positive Culture and Environment specifically relating to Attendance**Area of Focus
Description and****Rationale:**

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

Attendance records indicate that the percentage of students absent from school as well as the number of days students are absent from school has increased the past two years. During the 2021-2022 school year, 47 percent of students were absent 10 or more days, and 13 percent of students missed more than 5 weeks of school.

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

The goal is to reduce the percentage of students missing 5 weeks of school from 13% to 0% and reduce the percentage of students absent 10 or more days from 47% to 20%.

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

A school-wide tier 1 attendance incentive plan for all grade levels has been established that will reward students for attendance. This plan has a class component and an individual student component. The individual component will monitor students' attendance monthly and reward students for perfect attendance during the designated monitoring period. Students will also be rewarded at the end of each semester for perfect attendance. The tier 1 class plan monitors the monthly attendance for each class and rewards the class with the highest attendance average for grades K-1, 2-3, and 4-5. Classes will receive a surprise from the principal and will have the Paw Attendance flag displayed outside their classroom.

A Tier 2 plan will monitor the students who had chronic absenteeism in previous years. These students will participate in the Breakfast Club. They will check in each morning and track their attendance using stickers. Students will earn charms for the number of days in attendance. There will be random surprise days each month. Students may receive pencils, candy, special charms, have donuts with the administrators or enjoy a pizza party.

Person**responsible****for****monitoring****outcome:**

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

Evidence-**based****Strategy:****Describe the**

Showing up for class matters. Students can't benefit from high quality instruction and more engaging, rigorous curriculum unless they are in their classroom. The good news is, chronic absenteeism can be turned around if data is used to identify and connect them to positive, engaging supports. Prior year(s) attendance data is a predictor of chronic

evidence-based strategy

being implemented for this Area of Focus. absenteeism and can be used to identify students in need of support. Using a positive reward system for daily attendance, instead of a punitive system for absenteeism, will give students the motivation to attend school.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. According to Balfanz (2012), school attendance is vital to student academic performance at all levels. Research suggests that students with good attendance records are more likely to improve academically and to graduate, compared to their peers with poor attendance records. As early as the first month of school, chronic absence (missing 10 percent or more of school days) can be an early warning sign of academic trouble. Children who miss too much school in kindergarten and first grade often struggle to read proficiently by the end of third grade. By sixth grade it becomes a key predictor that a student will drop out of high school. The National Center of Education Statistics notes that "high school dropouts have been found to exhibit a history of negative behaviors, including high levels of absenteeism throughout their childhood, at higher rates than high school graduates."

Describe the resources/ criteria used for selecting this strategy.

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.

1. The principal will share the attendance plan with the teachers.
2. The principal will send home a parent attendance letter the first day of school.
3. Homeroom teachers will share the attendance plan with the tracking dates and rewards.
4. Two days prior to a new tracking window, teachers will show students the new reward they are working to earn and display the tracking period dates.
5. The principal will share attendance updates with parents in the quarterly school newsletter.

Person

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

#2. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus
Description and****Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Data from SWT Dashboard shows that 8% of tasks were aligned to standards.
 Data from FSA shows a trend of 5-8% proficiency loss from grade to grade.
 Trend report card data indicates that students are performing at a much higher level than the FSA and STAR data shows. This indicates that tasks assigned and graded do not align with assessing the standards for mastery.

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

State data will show a minimum of +1% proficiency increase for all grades/content as well as 10% of the students just below the proficiency line becoming proficient.

Math and reading proficiency will increase in grades 3 and 4 by 1%.

Reading proficiency in grade 5 will increase by 1%.

Math proficiency in grade 5 will increase by 10%.

SWT data show an increase of 1% in task alignment to the standard.

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

Progress monitoring data offered by district level assessment platforms will be used to ensure students are mastering benchmarks being taught after planning is properly implemented.

Person responsible for monitoring outcome:

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

Evidence-based Strategy: Describe the evidence-based strategy being

The New Teacher Project's The Opportunity Myth speaks to the relationship between academic success and ensuring students are able to engage in grade level standards-based expectations. "In the nearly 1,000 lessons we observed, students were working on activities related to class 88 percent of the time. They met the demands of their assignments 71 percent of the time, and more than half brought home As and Bs. Yet students only demonstrated mastery of grade-level standards on their assignments—a benchmark for being on track for the lives most of them want as adults—17 percent of the time. That gap exists because so

few assignments actually gave students a chance to demonstrate grade-level mastery."

**implemented
for this Area
of Focus.**

Strategy 1: Monitor tasks assigned that allow students equivalent experiences aligned to state expectations using SWT.

Strategy 2: Engage teachers in a basic understanding and practice of standards-based planning using the Learning Arc Framework.

**Rationale for
Evidence-
based**

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

The world has always been changing and this change has always required learning and adaptation to new situations as well as facilitating taking new opportunities. Education is impacted by world changes and requires educators to continually perfect the craft of teaching in order to prepare students for the world they will enter as adults. Standards have shifted and what is required of students is beyond basic recall and memorization. The shift requires deeper thinking that includes explanations, problem solving, and analysis. Educators must know the objectives included in each standard and this requires them to have a system for learning and understanding the standards. It is imperative we both monitor for alignment and plan for teacher's understanding of both the Benchmarks and aligned tasks and assessments.

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.

Strategy 1 – Standards Walkthrough Tool Monitoring

Action Step 1 – Create calendar for leadership team calibration walks

Action Step 2 – Train leadership team on walkthrough tool in first two calibration walks

Action Step 3 – Conduct calibration walks until team shows 90-100% calibrated consistency with rationale

Action Step 4 – Add SWT data review to every leadership team meeting agenda

Action Step 5 – Establish protocol to review data including evidence in SWT

Action Step 6 – Monitor impact between data review from SWT and planning per content/course/grade level

Person

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

Strategy 2 – Planning with Arc Framework

Action Step 1 – Create master schedule that includes intentional collaborative planning

Person

Responsible Luis Rios (luis.rios@polk-fl.net)

Strategy 2 – Planning with Arc Framework

Action Step 2 – Assign and train planning facilitators

Action Step 3 – Add planning result findings to leadership team meeting agenda

Person

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

Strategy 2 – Planning with Arc Framework

Action Step 4 – Conduct planning protocol on a "weekly" basis

Person

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

Strategy 2 – Planning with Arc Framework

Action Step 5 – Review planning findings during leadership team meetings on a routine basis

Action Step 6 – Conduct correlation analysis between SWT findings and Benchmarks planned for using Arc

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

#3. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

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

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

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

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.

No action steps were entered for this area of focus

#4. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

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

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

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

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.

No action steps were entered for this area of focus

#5. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

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

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Rationale for Evidence-based Strategy:

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

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.

No action steps were entered for this area of focus

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Teachers in grades K - 2 will use Wiley Blevins Teaching Phonics along with the Reading Wonders Reading series. It offers research-based strategies and systematic, easy-to-implement activities to aid teachers in teaching essential phonics skills and helping young learners become confident and successful readers. It provides teachers with step-by-step lesson ideas in phonics instruction.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Teachers in grades 3-5 will use Magnetic Reading from I Ready Learning for grades 3-5 during small group instruction. Magnetic Reading provides numerous scaffolding strategies in each lesson to address diverse learning needs and provide growth opportunities for every student. The rich and varied texts promotes reading fluency and comprehension while exposing students to new concepts and building vocabulary.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Spring 2022 STAR Early Literacy data indicates that 50% of the students in kindergarten and second grade were on track for proficiency. The number of first graders on track for proficiency was 54%. The 2022 STAR data showed a greater level of proficiency with 94% of the first graders and 77% of the second graders being proficient. The goal is to increase the percent of students proficient in kindergarten and second grade to 55%

(increase of 5%) and to increase the percent of first graders proficient to 61% (increase of 5%). The students classified as LY in second grade was lower than the grade level proficiency rate. The goal is increase the LY proficiency rate in second grade to 41%. The LY subgroup on ESSA is below 41%.

Grades 3-5: Measureable Outcome(s)

Spring 2022 FSA ELA data indicates that less than 50% of the third and fifth graders were proficient. In third grade, 46% of the students were proficient and 39% of the fifth graders were proficient. The goal is to increase the fourth grade cohort (2022 3rd graders) proficiency from 46% to 50% proficiency and to move the 5th grade cohort proficiency from 50% to 51%. For third grade, the goal is to establish a baseline proficiency for the cohort at 50% proficiency.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The school developed ELA and math MTSS tier 1 progress monitoring assessment for each grade level in the spring of 2021. These assessments track the progress of basic foundational skill. The assessments were used during the 2021- 2022 school year and revised during the spring of 2022.

These assessments will be given five times during the 2022 - 2023. Data collect will show individual student proficiency, class proficiency, and grade level proficiency of the foundational skills needs needed for grade level ELA proficiency. The results of each assessment will be used for small group instruction, remediation, and enrichment.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Campbell, April, april.campbell@polk-fl.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Small group instruction will take place during Power Hour. Research indicates that students working in small groups in the classroom learn significantly more than students who were not instructed in small groups. Small group instruction allows teachers to work more closely with each student. This type of instruction provides the teacher the opportunity to evaluate students' strengths, locate gaps in the

development of reading skills, and 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. Small groups 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 success.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Research shows that beginning readers benefit most from being taught explicit skills during intensive small group instruction. However, small-group, differentiated reading lessons enable teachers to focus on specific skills

needed by varied groups of children. Whole-group lessons can often be too challenging for struggling students and lack challenge for student with a strong literacy background. By differentiating small group instruction, all students are given the opportunity to move from their current achievement level to a higher achievement without the frustration of work that is not at their appropriate instructional level.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Professional learning will take place with all teachers to introduce the Arc framework. Using the Arc process will help to increase teacher's knowledge of the benchmarks. During grade level PLCs, administrators and the literacy coach will collaborate with teachers to break apart the B.E.S.T. Standards and list the objectives that will be taught in order for students to reach mastery of the benchmark. Teachers will plan task aligned to the benchmark	Campbell, April, april.campbell@polk-fl.net
The leadership team tiered teachers based on years of experience, observations, and test scores from previous years. All ELA teachers will receive support and guidance from the literacy coach that will increase their knowledge of literacy instruction which will lead to an increase in student achievement . The literacy coach will plan and model or coteach lesson with tier 3 teachers beginning in September. During modeling, the classroom teacher will take notes on the strategies being used and student engagement. They will also list questions and wonderings to be discussed with the coach. The literacy coach will also observe tier 2 and tier 3 teachers and provide nonevaluative feedback on instruction.	Starling, Meghan, meghan.starling@polk-fl.net

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's mission statement clearly depicts what encompasses a positive school culture and environment. Teaching the meaning of each phrase of the mission statement as opposed to memorizing it, allows students and teachers to see how they are dependent of one another. Understanding and living out the mission statement daily is the foundation to having a positive culture at Pinewood. Through a safe and nurturing learning environment, holding students accountable for their learning and teaching others, maintaining high expectations, helping students to think, and showing heartfelt acts of kindness, parents, students, staff, and community stakeholders build a sense of family in which all are accepted, respected, and valued. Establishing rapport and building relationships based on respect, value and fairness is essential in building a positive culture and environment.

Having clearly defined academic and behavior expectations and communicating those expectations to all stockholders is essential to creating a positive school culture. The school-wide expectations are specifically taught, modeled and practiced at the beginning of the school year. This includes the use of PBIS with individual and school-wide rewards. School-wide expectations 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 to 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 school culture and environment.

School Advisory Council
Parent Teacher Organization
Business partners
Parents

Collaboration amongst a variety of contributors allows for a greater wealth of resources, experiences, and insights so as to augment and enhance the overall school experience by providing engaging activities, glimpses into possible career paths, and sharing of materials and skills between agencies.