

The School District of Lee County

Pine Island Elementary School



2022-23 Schoolwide Improvement Plan

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Pine Island Elementary School

5360 RIDGEWOOD DR, Bokeelia, FL 33922

<http://pie.leeschools.net/>

Demographics

Principal: Thomas Millins

Start Date for this Principal: 7/1/2020

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	No
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 Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (68%) 2018-19: B (61%) 2017-18: A (66%)
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 Lee 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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Pine Island Elementary School

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<http://pie.leeschools.net/>

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	No	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	33%

School Grades History

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

Pine Island Elementary's mission statement is to inspire a love of learning and a drive for success that will instill in each student the desire to reach their fullest potential.

Provide the school's vision statement.

Pine Island's vision statement is to develop well rounded creative thinkers who have a love for learning and who are successful positive community members.

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
Millins, Thomas	Principal	
Cann, Jennifer	Teacher, K-12	
Dooley, Summer	Teacher, K-12	
Frahm, Cathy	Teacher, K-12	
Kunkel, Amber	Teacher, K-12	
Manguson, Mindy	Teacher, K-12	
Nelson, Mendy	Reading Coach	
Notarianni, Regina	Curriculum Resource Teacher	
Schaal, Shannon	Instructional Technology	
Jensen, Christine	Teacher, ESE	
Rigsby, Angela	Teacher, K-12	

Demographic Information

Principal start date

Wednesday 7/1/2020, Thomas Millins

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.*

1

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.*

5

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

235

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

3

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

4

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	34	43	41	47	34	29	0	0	0	0	0	0	0	228
Attendance below 90 percent	0	11	10	6	8	2	0	0	0	0	0	0	0	37
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	1	0	3	2	0	0	0	0	0	0	0	0	0	6
Course failure in Math	1	0	1	2	0	0	0	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	6	2	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	3	3	0	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	1	2	12	14	12	10	0	0	0	0	0	0	0	51
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	0	2	1	2	3	0	0	0	0	0	0	0	9

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	2	1	1	1	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	1	2	2	1	0	0	0	0	0	0	0	0	6

Date this data was collected or last updated

Tuesday 11/1/2022

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	33	41	41	44	34	28	0	0	0	0	0	0	0	221
Attendance below 90 percent	2	11	7	7	4	2	0	0	0	0	0	0	0	33
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	1	3	2	4	4	0	0	0	0	0	0	0	0	14
Course failure in Math	0	0	1	1	2	0	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	3	3	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	1	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	3	1	2	5	0	0	0	0	0	0	0	0	12

The number of students identified as retainees:

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

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	33	41	41	44	34	28	0	0	0	0	0	0	0	221
Attendance below 90 percent	2	11	7	7	4	2	0	0	0	0	0	0	0	33
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	1	3	2	4	4	0	0	0	0	0	0	0	0	14
Course failure in Math	0	0	1	1	2	0	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	3	3	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	1	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	3	1	2	5	0	0	0	0	0	0	0	0	12

The number of students identified as retainees:

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

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	64%	52%	56%				66%	57%	57%
ELA Learning Gains	65%						55%	56%	58%
ELA Lowest 25th Percentile	60%						50%	50%	53%
Math Achievement	83%	45%	50%				78%	62%	63%
Math Learning Gains	83%						60%	65%	62%
Math Lowest 25th Percentile	60%						33%	54%	51%
Science Achievement	63%	59%	59%				82%	52%	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	73%	58%	15%	58%	15%
Cohort Comparison		0%				
04	2022					
	2019	56%	55%	1%	58%	-2%
Cohort Comparison		-73%				
05	2022					
	2019	79%	54%	25%	56%	23%
Cohort Comparison		-56%				

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	77%	61%	16%	62%	15%
Cohort Comparison		0%				
04	2022					
	2019	76%	62%	14%	64%	12%
Cohort Comparison		-77%				
05	2022					
	2019	85%	58%	27%	60%	25%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	82%	50%	32%	53%	29%
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	27			40							
ELL	42			83							
HSP	47	60		69	83						
WHT	72	68		90	82		80				
FRL	58	63		76	73		50				
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	20			14							
ELL											
HSP	48	40		50							
WHT	67	46		64			63				
FRL	53	36		57			23				
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	38	50		33							
HSP	53	38		69	52		67				
WHT	77	66	70	85	66		94				
FRL	59	50	46	69	58	31	78				

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	66
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	53
Total Points Earned for the Federal Index	531
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	59
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
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	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	78
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	64
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?

The greatest trend is that across all subjects and subgroups we are making forward progress when compared to last year and 2 years ago. This year we made over a 140 point increase. Also of substantial note is that there is a significant gap between the proficiency of all students and the proficiency of students with disabilities. This is true for both ELA and math.

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

The data component that demonstrates the greatest need based off of 2022 progress monitoring is grades 3-5 ELA and math for students with disabilities. All 3-5 students are scoring at 64% proficient in ELA and 83% proficient in math. However, our students with disabilities are performing at 27% proficiency and 40% proficiency respectfully. In addition, we would like to continue to increase our science proficiency.

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

The contributing factors to this need for improvement is the discrepancy between the performance of students in general education vs. exceptional student education. In grades 3-5 from 2019-2022 we have gone from 38% proficiency in ELA to 20% for students with disabilities. Factors that have contributed to this data could be inconsistent instruction due to COVID, changes in intervention programs, staff changes at school and district level, and an increase of students in the ESE program. Actions that would need to be taken would include remediating the students on content from a year or two prior to build the foundational blocks of literacy and number sense, target standards that are not mastered, implement strategies for students with disabilities to close the achievement gap. A second ESE teacher was budgeted to assist in targeted instruction for grades 4-5 ESE students. An additional ESOL paraprofessional was hired to work with ESOL students who many are students who overlap into ESE. PIE's administration and teachers dedicated numerous meetings to developing well balanced classrooms to meet the academic needs of each student. In addition, each support staff schedule was specifically reviewed to meet the needs of all students. At the conclusion of each quarterly data chat

these schedules will be reviewed to ensure the success of all stakeholders. Data chats will clearly identify low students and support plans will be developed to assist those students in need.

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

The data components that showed the most improvement based on the 2022 state assessments were math and science proficiency. We went from 59% to 83% on math proficiency and 44% to 63% proficiency in science.

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

Several contributing factors that led to the improvement were focused EAGLE groups, weekly PLC meetings that focused on the 4 questions and student data, hiring an additional resource teacher, morning intervention groups focusing on phonics instruction, student motivational programs and incentives, frequent progress monitoring and evaluation of the data, weekly STEM/ technology classes, and a well managed MTSS program.

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

Additional strategies will be implemented in order to accelerate learning. The first one will be to remove the barriers that teachers are faced with when trying to teach. Strategies we will be implementing at PIE include: strategic alignment of all grade levels and curriculum, systematic approach to every process/ procedures, teacher data folders, data walls in classrooms, student planners (tracking process), professional development plan, ABCD District initiatives. In addition, an additional ESE teacher and ESOL para have been hired and utilization of additional instructional staff for differentiation (Intervention Support Specialist, Technology Specialist, Art & PE Teacher, etc). All retained students will be assigned to certified Reading Endorsed teachers. The teachers will closely monitor student growth and success.

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.

PIE administration had outlined numerous professional development opportunities through the course of the year to ensure the success of all stakeholders. However, this plan is fluid and will be changed to meet the needs of the changing school year. Each month the plan is to provide various opportunities for continued growth and development. This year's plan will focus on STAR, PBIS, PLC development, Promethean, Safari, i-Ready Phonics, FAST testing and safety.

Grade level representatives are required to attend quarterly Leading and Learning meetings hosted by the district which provides time for each grade level to share information. Also information will be discussed at weekly grade level PLC meetings and bi-weekly full faculty PLC meetings.

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

PIE will be implementing an after school tutoring program beginning in January for our 3-5 students who are close to mastering standards and could use additional instruction. We will continue to fund personnel to support students and teachers in an effort to reduce class size and group size in the classroom. EAGLE time (differentiation) will target specific students and standards mastery as well as revisit literacy and number sense foundational skills that may have been missed during the lapse in instruction due to COVID. All available minutes will be utilized for academic instruction. All required master schedules will be strictly adhered to, during the 2022-2023 school year. Additional personnel were hired this year to

meet individual needs of learners. As the school year progresses, the needs of the school, students and staff will continuously be re-evaluated and resources will be adjusted accordingly.

Areas of Focus

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

:

#1. 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.	<p>Primary elementary math skills provide the foundation for all higher level math applications and problem solving. It is imperative that students are proficient in the these standards. Based on the 2021-2022 math state testing, 83% of students in grades 3-5 are proficient in math. Our ESSA subgroup, students with disabilities were also assessed during the 2021-2022 school year and only 40% of those students were proficient in math . We would like to increase the number of students with disabilities who are proficient in math so that we can close the achievement gap between all students and this subgroup.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>By the end of the 2022-2023 school year, 65% of all students with disabilities in grades 3-5 will be proficient in math as measured by the Spring 2023 FAST & Progress Monitoring.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>This area of focus will be monitored through progress monitoring throughout the school year. The progress monitoring tools that we will be using will be FAST diagnostic assessments, i-Ready growth monitoring assessments, math exemplars, quarterly comprehensive assessments, teacher made assessments, assessments that target individual IEP goals, and informal assessments.</p>
Person responsible for monitoring outcome:	<p>Thomas Millins (thomascm@leeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>We will use grade level PLC meetings and monthly school wide PLCs to evaluate student data specifically targeting our students with disabilities. Progress Monitoring data will be used at these meetings to determine mastery. To specifically target our ESSA subgroup of students with disabilities we will collect data on a weekly basis according to the individual student's IEP goals. The data that will be collected will be weekly skill checks, formative problem solving checks and math fact fluency. The data will be graphed and reported on the quarterly IEP progress reports. In addition i-Ready math will be used to progress monitor 3 times throughout the year. The instructional planning report will assist in</p>

grouping students and guiding instruction.

implemented for this Area of Focus.

Small group instruction during EAGLE time and with our ESE teachers and resource teacher will be implemented daily along with individual or small group testing. Students will be instructed using multiple modalities. Morning intervention groups will also target phonics instruction.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

The Professional Learning Community at Work (PLC) model offers a systems approach to school improvement. Teachers are organized into grade level, course specific, or interdisciplinary collaborative teams in which educators work interdependently to achieve common goals for which members are mutually accountable. A process is put in place to ensure teams clarify the essential learnings for each course, grade level, and unit of instruction; establish consistent pacing; create frequent common assessments to monitor student learning, and agree on the criteria they will use to judge the quality of student work. Each team then uses the evidence of student learning to identify individual students who need additional time and support, to discover problematic areas of the curriculum that require the attention of the team, and to help each member become aware of his or her instructional strengths and weaknesses.

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. Adhere to the scheduled Grade level and full faculty PLC schedule
2. Teachers will complete a PLC plan at each meeting to help guide the next steps to helping those students who are not making adequate progress
3. Teachers are given the opportunity to request additional resources that would help aid in the task of helping all students make a gain with a special focus on students with disabilities.
4. Administration will be present at these meeting to facilitate the 4 essential questions in addition to any other pertinent information
5. Teachers will meet quarterly with the grade levels above and below them to ensure that they are on track for learning above and below grade levels.
6. Quarterly data chats with grade level teachers and schoolwide stakeholders to name students who need additional support.
7. Intervention time during which students move among teachers to target specific learning needs based on standards.
8. Implementation of High Yield strategies and higher order thinking skills when appropriate to the lesson.
9. Plan for professional development using curriculum guides and instructional guides from the district.
10. Review CASTLE features and dashboard for collecting and evaluating of data
11. Continued implementation of quality practices to include data binders, student reflection on data and student led conferences.
12. Administration will perform classroom walkthroughs and coaching focusing on differentiation and targeted instruction
13. Professional development on high yield strategies and most effective teaching practices

Person Responsible

Thomas Millins (thomascm@leeschools.net)

#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.	<p>Primary literacy skills provide the foundation for all higher level reading and comprehension skills. It is imperative that students are proficient in the these standards. Based on the 2021-2022 reading progress monitoring, 64% of students in grades 3-5 are proficient in reading. Our ESSA subgroup, students with disabilities were also progress monitored during the 2021-2022 school year and only 27% of those students were proficient. We would like to increase the number of students with disabilities who are proficient in literacy so that we can close the achievement gap between all students and this subgroup.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>By the end of the 2022-2023 school year, 50% of all students with disabilities grades 3-5 will be proficient in reading as measured by the Spring 2023 FAST Assessment.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>This area of focus will be monitored through progress monitoring throughout the school year. The progress monitoring tools that we will be using will be FAST & i-Ready diagnostic assessments, i-Ready growth monitoring assessments, ELA exemplars, quarterly comprehensive assessments, teacher made assessments, assessments that target individual IEP goals, and informal assessments.</p>
Person responsible for monitoring outcome:	<p>Thomas Millins (thomascm@leeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>We will use grade level PLC meetings and monthly school wide PLCs to evaluate student data specifically targeting our students with disabilities. Progress Monitoring data will be used at these meetings to determine mastery. To specifically target our ESSA subgroup of students with disabilities we will collect data on a weekly basis according to the individual student's IEP goals. The data that will be collected will be weekly assessments, formative assessments, and exemplars. The data will be graphed and reported on the quarterly IEP progress reports. In addition i-Ready reading will be used to progress 3 times throughout the year along with FAST. The instructional planning report will assist in grouping students</p>

and guiding instruction.

**implemented
for this Area
of Focus.**

Small group instruction during EAGLE time and with our ESE teacher and resource teacher will be implemented daily along with individual or small group testing. Students will be instructed using multiple modalities.

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

The Professional Learning Community at Work (PLC) model offers a systems approach to school improvement. Teachers are organized into grade level, course specific, or interdisciplinary collaborative teams in which educators work interdependently to achieve common goals for which members are mutually accountable. A process is put in place to ensure teams clarify the essential learnings for each course, grade level, and unit of instruction; establish consistent pacing; create frequent common assessments to monitor student learning, and agree on the criteria they will use to judge the quality of student work. Each team then uses the evidence of student learning to identify individual students who need additional time and support, to discover problematic areas of the curriculum that require the attention of the team, and to help each member become aware of his or her instructional strengths and weaknesses.

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. Adhere to the scheduled Grade level and full faculty PLC schedule
2. Teachers will complete a PLC plan at each meeting to help guide the next steps to helping those students who are not making adequate progress
3. Teachers are given the opportunity to request additional resources that would help aid in the task of helping all students make a gain with a special focus on students with disabilities.
4. Administration will be present at these meeting to facilitate the 4 essential questions in addition to any other pertinent information
5. Teachers will meet quarterly with the grade levels above and below them to ensure that they are on track for learning above and below grade levels.
6. Quarterly data chats with grade level teachers and schoolwide stakeholders to name students who need additional support.
7. Intervention time during which students move among teachers to target specific learning needs based on standards.
8. Implementation of High Yield strategies and higher order thinking skills when appropriate to the lesson.
9. Plan for professional development using curriculum guides and instructional guides from the district.
10. Review CASTLE features and dashboard for collecting and evaluating of data
11. Continued implementation of quality practices to include data binders, student reflection on data and student led conferences.
12. Administration will perform classroom walkthroughs and coaching focusing on differentiation and targeted instruction
13. Professional development on high yield strategies and most effective teaching practices

**Person
Responsible**

Thomas Millins (thomascm@leeschools.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.

PIE builds long-lasting positive relationships and parental involvement by offering a variety of opportunities for parents to join in on the academic and social happenings of their children through an Open House, At Home Student Led Conferences, Movie on the Lawn, Holiday Performances, Spring Fest, volunteer opportunities, Grandparent's Day, principal parties, student of the month celebrations, staff recognitions, student recognitions, Whoowoo wagon, SAC, as well as CPTO membership. PIE utilizes our SAC members to build relationships and receive input regarding what we can do to cultivate positive relationships with our PIE families in an effort to achieve our vision and mission. Information that is shared with our SAC members is disseminated to others within the community so all parents are kept abreast of happenings at PIE. We are also utilizing School Messenger and PeachJar resources to communicate student grades & attendance, as well as important messages with families. Our CPTO plays an integral role in our relationship building. The board is being re-built this year and the bylaws are being re-written.

PIE is a small barrier island school with amazing community support. Meetings with local business owners take place on a consistent basis by our principal. A variety of business partners volunteer services throughout the school year. The Elks Club, as well as the Matlacha Hookers, donate school supplies and money for teacher resources to ensure student achievement. Our students also have the opportunity to take educational field trips to local community venues such as the PI Fire Department, PI Library, and PI Pool when permitted. Our media paraprofessional invites in a group of community members with their dogs to have the students read to them. We are also greatly supported by our local grocery store Winn-Dixie, American Legion and the Kiwanis. Fourth grade students create police appreciation gifts and hold an annual fundraiser to give back to the Kiwanis.

PIE will be reaching out to all parents via newsletters, monthly videos, and parent nights to ensure the message of engagement is properly conveyed to stakeholders. Pine Island Elementary School will be implementing the Positive Behavior Intervention Support Systems initiative during the 2022-2023 school year. This plan will be implemented to ensure the success of every student. The plan will focus on building positive relationships, creating a safe and nurturing environment, enhancing academic success and promoting attendance. PIE will be scheduling a PBIS training for all teachers and support staff during in-service week. The main focus will be on building relationships and student success. We will also be focusing on restorative practices throughout the year. A Live School store will be created for students to redeem their earned points. Our goal is to minimize negative situations before they occur. All teachers will be trained in PBIS and Restorative Practices. Our School Counselor will conduct monthly counseling classes and small group counseling classes for students who demonstrate the need.

When developing this plan, all stakeholders were given the opportunity to contribute through PLC meetings

with staff, SAC and CPTO meetings with parents and community members, and conferences with students. These interactions will continue throughout the year as edits and improvements are made to this plan.

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

The stakeholders that are involved in this plan and their roles are identified below:

Administration- Facilitating meetings, interactions, initiatives that support a positive culture and environment for students, staff and the community. Attending weekly and monthly PLC supporting teachers with their needs and thoughts on the pulse of the school. Attend community meetings and events such as Kiwanis, Hookers, and Patriotic organizations on the island. Continuously building a positive rapport and climate.

PIE Staff- Attend meetings, community events and engage in behaviors that support a positive culture and environment for students, staff and the community. Attend weekly PLC meetings and problem solve the best way to meet the needs of all learners. Support community initiatives that help our students and families.

All teachers will be trained in PBIS and Restorative Practices. Our School Counselor will conduct monthly counseling classes and small group counseling classes for students who demonstrate the need. Every classroom will have a PBIS plan in place. Teachers will strive to implement PBIS strategies regularly to ensure that students are consistently learning and are engaged.

Community Members- Participate in school based and community based events and meetings while contributing input that would foster a working relationship between the community and the school.

Students- Demonstrate a positive and hard working attitude while at and referring to Pine Island Elementary School. Working with other students cooperatively and supportively.