Pine Island Academy

2022-23 Schoolwide Improvement Plan

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Pine Island Academy

805 PINE ISLAND RD, St Augustine, FL 32095

http://www-pia.stjohns.k12.fl.us

Demographics

Principal: Amanda Riedl

Start Date for this Principal: 11/30/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
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)	5%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Asian Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (72%) 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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 St. Johns 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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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)
Combination School KG-8	No	5%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

Year	2021-22	2020-21
Grade	A	

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Pine Island Academy - Discovering Strengths and Pursuing Dreams

Provide the school's vision statement.

One Pod, Making WAVES - Fins UP...

Focused on building an
Inspiring,
Nurturing,
Safe environment -

Unlocking, Unlimited
Potential

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
Anderson, Cindy	Teacher, K-12	Elementary PE Teacher, Elementary Resource Team Lead
Arline, Wenona	Assistant Principal	
Cally, Shannon	Teacher, K-12	Middle School ELA Teacher
Coppes, Emily	Teacher, K-12	2nd grade teacher
Cortes, Ruth	Assistant Principal	
Foggie, Amanda	Teacher, ESE	ESE Teacher grades 5- 8
Solis, Cullen	Teacher, K-12	2nd grade teacher
Harlow, Cali	Teacher, K-12	8th grade Social Studies Teacher
Jackson, Michelle	Math Coach	Testing Coordinator/Math Coach
Kovacs, Tiffany	SAC Member	SAC Leader
Lowery, Meghan	Teacher, K-12	1st grade Teacher
Naylor, Rachel	Assistant Principal	
Riedl, Amanda	Principal	
Shely, Denise	Instructional Coach	Instructional Coach
Stuckey, Kim	Teacher, K-12	5th grade Teacher
Whittaker, Abbigail	Teacher, K-12	PE Teacher/Elective Leader
Wilkey, Dawn	Teacher, K-12	3rd grade Teacher
Whetstone, Kathyrn	Dean	Facilitates student services at PIne Island

Demographic Information

Principal start date
Monday 11/30/2020, Amanda Riedl

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.*

2

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.*

19

Total number of teacher positions allocated to the school

131

Total number of students enrolled at the school

1,525

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

17

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

40

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	172	144	150	132	163	149	130	127	0	0	0	0	0	1167
Attendance below 90 percent	8	9	11	10	13	9	13	13	0	0	0	0	0	86
One or more suspensions	0	0	0	0	0	0	2	1	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	1	0	1	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	9	13	8	6	0	0	0	0	0	36
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	3	16	14	0	0	0	0	0	0	0	0	0	33

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	1	1	5	4	5	2	0	0	0	0	0	0	18

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	0	3	1	0	0	0	0	0	0	0	0	0	0	4
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

Monday 8/29/2022

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

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

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	80%	75%	55%					84%	61%
ELA Learning Gains	64%							67%	59%
ELA Lowest 25th Percentile	55%							61%	54%
Math Achievement	83%	45%	42%					88%	62%
Math Learning Gains	67%							71%	59%
Math Lowest 25th Percentile	61%							66%	52%
Science Achievement	74%	81%	54%					77%	56%
Social Studies Achievement	93%	71%	59%					95%	78%

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	38	50	38	43	52	46	39	40			
ASN	79	69		95	89		90	100			
HSP	79	67	56	83	61	53	76	100			
MUL	81	70		68	57						
WHT	81	63	56	84	68	64	73	91			
FRL	78	70		75	61						
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
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

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)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	577
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	87
Asian Students Subgroup Below 41% in the Current Year?	NO
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	72
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	69
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
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	73
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	71
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?

ELA Learning gains showed the greatest need for improvement across the school as well as SWD. SWD showed the greatest need of improvement in both ELA and Math.

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

SWD in the area of Learning gains in both ELA and MA demonstrate the greatest need for improvement.

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

Providing researched based instruction with fidelity and aligning the instruction to close gaps in grade level content. Being intentional in planning and how the instructional strategies will meet the specific needs of students. Communication between the ESE teachers and grade level teachers is critical in ensuring that student needs are met consistently across the learning environment.

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

ELA and MA achievement showed the most success as a school. Math learning gains were an area that showed the most improvement.

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

As a new school, we were focused on buiding a common language and getting to know our students as learners. However, we started using Number Talks as an intervention to help build number sense with our students and become fluent mathmaticians.

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

Providing enrichment opportunities and ways to apply the learning will be essential in accelerating students this year. Students are proficient learners overall, however, using those skills for application needs to increase to become diverse learners.

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.

We are working on a plan to use our Universal Reteach time to provide enrichment opportunities for learners. Working collaboratively to build an understanding of acceleration and what that looks like for student to apply their learning will be critical in our PD together. Reading and exploring project based learning with a standards based approach will be the focus of our learning together.

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

We will continue to strengthen our understanding of Number Talks and using a common structure, while embracing the new math BEST standards. Providing a common structure and creating a vertical alignment with strategies will help teachers develop questioning skills and prereq knowledge to deepen student understanding.

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

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	With a focus on MATH Best Standards, we will focus on building a common understanding on using the MTR's in each classroom and how increasing a students awareness of the methods used to increase fluency and become more efficient, flexible, and accurate in problem solving.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Students will show an increase in fluency from Progress Monitoring #1 using STAR and the BEST assessment to Progress Monitoring #2 in grades Kinder - 8th grade.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Grade levels will develop on -going assessment to monitor how students are identifying their most efficient strategies to increase fluency. The assessment will be given monthly and students will work to increase the their problem solving accuracy by 2 problems with each month.
Person responsible for monitoring outcome:	Michelle Jackson (michelle.jackson@stjohns.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers will use Number Talks as a 10 minute math at the beginning of the math block to increase mental math to increase fluency, by facilitating the learning of students as they move through procidural reliability(exploration), procedural fluency(effecient and accurate strategy) to automaticity.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Mathematical fluency is one of the MTR's represented in the BEST math standards. Students should use teacher and peer feedback to improve effeciency as teachers help students determine if their preferred strategy is the most effecient for accuracy.

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. Teachers will meet monthly to study Number Talks together, building a shared understanding of how to increase fluency.
2. Teachers will use the first 10 minutes of their math block for Number Talks.
3. Students will be re-grouped with a focus on entry points to help close gaps that may exist.
4. Teachers will observe other classrooms to help ensure fidelity across the school using Number Talks.
5. Fluency will be monitored weekly, using computation probe to measure accuracy.

Person Responsible   Michelle Jackson (michelle.jackson@stjohns.k12.fl.us)

#2. Transformational Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Grade Level and Content Leaders will lead the High Leverage Team Proess as Professional Learning Community to identify Essential Standards using the new BEST standards, determine the agreed upon level of rigor of student learning outcomes and develop a "system of response," known as WIN time, including a set of intervention strategies/practices that they know have a positive impact on student learning.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The number of students scoring Level 1 on the PM #1 BEST assessment in grades 3 - 5 will decrease 50% by PM #1.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	During Data Dialogue meetings, grade levels will use common assessment data results to identify specific high-yield strategies that have shown the greatest impact on specific learning deficiencies for students that are scoring Level 1 on BEST assessment.
Person responsible for monitoring outcome:	Denise Shely (denise.shely@stjohns.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Working together to identify a common understanding of what the learning looks like within a standard and the common misconceptions/mistakes for each of our grade level essentials. This ensures students throughout a grade level or content area equal access to learning.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Determining and agreeing upon the level of rigor for student learning outcomes ensures fidelity throughout the learning opportunities for students

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. Grade Levels/Content Area will develop a shared understanding of the BEST standards with the grade level/content area.
2. Grade levels will deepen their knowledge of the BEST standards and what the learning looks like.
3. Working together teams will identify and agree upon the level of rigor and how it will be assessed(method).
4. Teams will determine the instructional timeline and data dialogue date to analyze the data and identify strategies that were most effective during instruction
5. Teams will plan system of response for reteaching with high yield strategies identify during data dialogue meeting

Person Responsible	Amanda Riedl (amanda.riedl@stjohns.k12.fl.us)

#3. Positive Culture and Environment specifically relating to school-wide learning and behavior expecations	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Pine Island will build a culture to empower students to be passionate about their own learning and foster a student-managed learning environment.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	100% of classrooms will develop relationships that celebrate the whole child as a PBIS school using Capturing Kids Hearts strategies with a focus on heart first.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	All classrooms will build social contract to help students recognize and use their values and commitments to facilitate a healthy, responsible learning classroom that becomes student managed. All classrooms will begin each day or class with sharing good news and goals to embrace relationships as the foundation to all learning.
Person responsible for monitoring outcome:	Wenona Arline (wenona.arline@stjohns.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	PBIS has shown to have a positive impact on the learning environment using educational and systems change methods (environmental redesign) to enhance quality of life and minimize problem behavior. Developing a culture that is built on strong values and beliefs and teaching all stakeholders how we respect these values, provides ways to recognize, reward, and reinforce what matters most in the learning environment. At PIA, we will embrace the values and methods of Capturing Kids Hearts, as we know you must capture a student's heart before you will capture a student's mind. Teacher, Modeling, and Practicing daily strategies to build a student-managed classrooms gives students a sense of ownership, pride, and builds competent learners that believe they are capable of success.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Building a climate and culture that shows respect, as a whole, for academic performance, character development, and the commitment to student learning are key contributors in increased attendance, improved academic performance and behavior, higher teacher

retention rates, and a boost in overall school spirit.

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. This year, PIA has embraced leadership in middle school by offering two(2) leadership courses that focus on building student leadership, LEADWorthy and WEB.
2. Students were chosen to be WAVE leaders in our 8th grade class and have served as Ambassadors for our 6th grade students, new students, and providing mentoring support to our K - 5 students.
3. Each classroom in K - 5 will recognize five(5) students quarterly that show excellence in academics, character development, PIA WAVE, and perseverance.
4. Middle School students will be recognized in the classroom, CAFE, and throughout the halls with Dolphin Dollars. Each week (5) MS students are drawn for VIP passes with special privileges.
5. (15) Middle School students will be recognized monthly by their teachers as Dolphin of the Month. These students exhibit the monthly pillar of character and will receive a special luncheon to celebrate their great character.
4. Dolphin Dollars will be given to students for going above and beyond and recognized on Friday with WAVE trophy to display on the student's desk for the following week.
5. Every classroom will develop a social contract by the 3rd week of school to capture the qualities and character traits that will be valued and celebrated at all time.

Person Responsible

Kathyrn Whetstone
(kathryn.whetstone@stjohns.k12.fl.us)

#4. 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.**	The learning gap between the SWD subgroup and the general education subgroup will be decrease by 20% for the 22 - 23 school year, moving from 38% proficiency to 60% proficiency in both ELA and Math.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	All SWD will score a Level 3 or higher on the PM #3 Best Assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	ESE Teachers will meet bi-weekly with grade level teachers to lesson plan, monitor student learning, and align strategies that have been agreed upon to ensure fidelity CSA's will be used to reteach any standard that students don't show mastery.
Person responsible for monitoring outcome:	Rachel Naylor (rachel.naylor@stjohns.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	During Data Dialogue meetings, ESE teachers and grade levels will identify specific highyield strategies that have shown the greatest impact on specific learning deficiencies and agree upon which of these strategies will be used for SWD. To ensure fidelity, strategies will be modeled for all teachers to gain greater capacity in identifying misconceptions and how to provide specific instruction.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Working together to identify a common understanding of what the learning looks like within a standard and the common misconceptions/mistakes for each of our grade level essentials. This ensures students throughout a grade level or content area have equal access to learning, regardless of a label or not.

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. ESE Teachers will provide support in the classrooms on grade level learning.
2. ESE Teachers and grade level teachers will work collaboratively to develop plans that include the agreed upon strategies for SWD to use during support facilitation and pull out support.
3. Grade level teachers will ensure that no new learning happens during small group ESE pull out time.
4. ESE and Grade level teachers will meet bi-weekly to monitor student learning and make data driven decisions regarding strategies used that are showing learning gains.

Person Responsible	Rachel Naylor (rachel.naylor@stjohns.k12.fl.us)

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.

Positive Behavior Intervention of Support (PBS) is a systematic approach to preventing or reducing challenging behaviors, and, eventually, to enhancing quality of life for individuals and support providers. To build a cohesive learning environment with a focus on relationships, the staff at Pine Island Academy has been trained in Capturing Kids Hearts and will use these methods to build strong relationships and classrooms for all students. At Pine Island, we believe that a positive school atmosphere will result in a more effective and meaningful learning environment. We are committed to providing opportunities for students to learn concepts, practice skills, display good citizenship and experience academic success. Academic success and good self-discipline are keys to being successful throughout life.

We believe that it is important for students to make responsible choices; choices which are the result of teacher input and guidance; and choices which are based on the knowledge of the consequences. We also believe that students demonstrate marked improvement when they are recognized using positive reinforcement for behavior and classroom successes.

As a result, we implemented a framework for our discipline and school-wide expectations based on PBIS (Positive Behavioral Intervention of Supports). PBIS emphasizes school-wide systems of support that include proactive strategies for defining teaching, and supporting appropriate student behaviors to create a POSITIVE school environment and establish consistency throughout classrooms and in common areas at Pine Island Academy.

In establishing our PBIS framework, all staffulty is trained in Capturing Kids Hearts, which focuses on Social emotional learning and teaching. Capturing Kids Hearts empowers teachers to focus on building learning environments by growing social capacity, emotional capacity, learning capacity, and teaching capabilities(Capturing Kids' Hearts, powered by the Flippen Group).

Classrooms will always focus on building relationships first and after a few weeks of truly getting to know their students, all classrooms will build social contracts that represent the learning environment that invites learning for all to all students. Additionally, all classrooms will share good news and goal setting at the beginning of each day or each class, giving students the opportunity to connect personally to the classroom.

Introducing, modeling, and reinforcing positive social behavior is an important part of a student's educational experience. Teaching behavioral expectations and acknowledging students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which a common-language exist in every classroom, provides predictability for students, and celebrates appropriate behavior as the norm.

Another important component of PBIS is celebrating successes! We make a concerted effort to

acknowledge students as they make good choices and show PIA WAVE Behaviors

We are Respectful –
Always Responsible and Safe –
Values others and ourselves –
Everyone Achieves -

What does PIA PBIS look like and sound like? Pine Island will use Dolphin Dollars as a positive reward system for when students are respecting the values and beliefs at PIA; making good choices, doing the right thing, and following our school wide expectations of showing PIA WAVE behavior – We are respectful, Always responsible and safe, value each other and ourselves, EVERYONE achieves. Students receive Dolphin Dolphins from PIA Staffulty when they show respect and value the PIA expectations and values.

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

Pine Island PBIS Team in collaboration with the PIA Staffulty will

- build Social Contracts and use throughout the year to build a student-managed learning environment that respects the learning for all-
- teach, model, and practice each of the behavioral expectations throughout the year.
- teach, model and practice each of the behavioral expectations in all settings - CAFE, Classrooms, Resource Classes, Hallways, etc.
- acknowledge student behaviors that meet WAVE expectations.
- review the impact of Capturing Kids Hearts and PBIS frameworks to make informed decisions.