

Orange County Public Schools

Pinewood Elementary



2022-23 Schoolwide Improvement Plan

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Pinewood Elementary

3005 N APOPKA VINELAND RD, Orlando, FL 32818

<https://pinewoodes.ocps.net/>

Demographics

Principal: Rozene Frett Bowie

Start Date for this Principal: 2/14/2022

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 Economically Disadvantaged Students
School Grades History	2021-22: C (46%) 2018-19: D (34%) 2017-18: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

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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<https://pinewoodes.ocps.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	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	98%

School Grades History

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

School Board Approval

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

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
Frett Bowie, Rozene	Principal	The Principal serves as an instructional leader at Pinewood Elementary. She assists and observes teachers with data-based decision making skills to ensure all students are meeting or exceeding expectations. She meets with teachers to discuss progress monitoring of students in Tier II as well as Tier III. The Principal also supports teachers with changing/enhancing instructional strategies based on data to meet the needs of each student.
Leighvard, Autherene	Assistant Principal	The Assistant Principal serves with the Principal as an instructional leader at Pinewood. She assists and observes teachers with data-based decision making skills to ensure all students are meeting or exceeding expectations. She meets with teachers to discuss progress monitoring of students in Tier II as well as TIER III. The Assistant Principal also supports teachers with changing/enhancing instructional strategies based on data to meet the needs of each student
Casamento, Joan	Curriculum Resource Teacher	The Curriculum Resource Teacher provides and leads professional development for core curriculum areas. She identifies systematic patterns of student and teacher needs and coaches teachers on instructional best practices. The CRT participates in data collection, progress monitoring, as well as data meetings to monitor student assessment results.
Casamento, Joni	Instructional Coach	The Instructional Coach provides guidance on the K-5 ELA and Social Studies plan components, supports teachers all aspects of instruction, coaches teachers daily, and facilitates data collection for grades K-5. She provides activities and coaches/coordinates all aspects of MTSS. In addition, the Instructional Coach conducts professional development with the faculty to ensure that best practices in all areas of instruction are utilized throughout the day.
Beckett, Kimberli	Math Coach	The Math/Science Coach provides guidance on the K-5 math B.E.S.T. Standards, supports teachers with math and science planning for instruction. She coaches teachers daily and facilitates professional learning communities with teams. She conducts professional development in areas of Mathematics and Science. Data analysis is used to provide schedules for Tier 1 interventionists to support students in Math. She provides activities and administers Tier III instruction to groups of students identified with these specific needs.

Demographic Information

Principal start date

Monday 2/14/2022, Rozene Frett Bowie

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

452

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

13

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

11

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	44	69	76	76	86	68	0	0	0	0	0	0	0	419
Attendance below 90 percent	7	34	30	27	21	19	0	0	0	0	0	0	0	138
One or more suspensions	0	1	0	3	3	1	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	9	1	7	0	0	0	0	0	0	0	17
Course failure in Math	0	0	0	5	1	1	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	24	24	0	0	0	0	0	0	0	52
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	28	23	0	0	0	0	0	0	0	53
Number of students with a substantial reading deficiency	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	0	1	0	3	25	23	0	0	0	0	0	0	0	52

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	0	0	1	0	0	0	0	0	0	0	0	0	1
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

Tuesday 7/12/2022

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	40	71	61	85	66	89	0	0	0	0	0	0	0	412
Attendance below 90 percent	0	30	16	34	17	30	0	0	0	0	0	0	0	127
One or more suspensions	0	1	1	2	2	6	0	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	0	16	0	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	0	18	15	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	14	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	0	10	33	42	21	35	0	0	0	0	0	0	0	141

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	1	1	16	27	0	0	0	0	0	0	0	45

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	40	71	61	85	66	89	0	0	0	0	0	0	0	412
Attendance below 90 percent	0	30	16	34	17	30	0	0	0	0	0	0	0	127
One or more suspensions	0	1	1	2	2	6	0	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	0	16	0	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	0	18	15	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	14	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	0	10	33	42	21	35	0	0	0	0	0	0	0	141

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	1	1	16	27	0	0	0	0	0	0	0	45

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	43%	56%	56%				34%	57%	57%
ELA Learning Gains	53%						40%	58%	58%
ELA Lowest 25th Percentile	38%						23%	52%	53%
Math Achievement	46%	46%	50%				38%	63%	63%
Math Learning Gains	62%						38%	61%	62%
Math Lowest 25th Percentile	45%						29%	48%	51%
Science Achievement	38%	61%	59%				37%	56%	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	31%	55%	-24%	58%	-27%
Cohort Comparison		0%				
04	2022					
	2019	37%	57%	-20%	58%	-21%
Cohort Comparison		-31%				
05	2022					
	2019	35%	54%	-19%	56%	-21%
Cohort Comparison		-37%				

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	41%	62%	-21%	62%	-21%
Cohort Comparison		0%				
04	2022					
	2019	42%	63%	-21%	64%	-22%
Cohort Comparison		-41%				
05	2022					
	2019	28%	57%	-29%	60%	-32%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	35%	54%	-19%	53%	-18%
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	5	29	33	13	39	31	10				
ELL	29	34	27	31	59	40	28				
BLK	45	55	38	47	64	50	37				
HSP	31	38		34	52		31				
FRL	42	56	41	46	64	48	36				
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	9	56		6	56						
ELL	30	30		33	39		27				
BLK	35	49	63	35	46	58	38				
HSP	26	22		36	22		28				
FRL	36	46	58	36	42	50	38				
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	11	33	17	16	15		30				
ELL	31	44	29	40	42	38	26				
BLK	31	37	25	34	34	28	33				
HSP	41	49	20	44	46		50				
FRL	31	41	21	36	37	27	35				

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)	TSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	364
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	36
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	
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
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?

Data from past years shows growth in learning gains for the subgroups SWD in ELA and Math.

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

Based on progress monitoring and 2022 state assessments, the data components that demonstrate the greatest area of need include our learning gains for the bottom 25% in both reading and math.

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

New actions for the 22-23 school year include an emphasis on effective small group instruction and use of the 30 minute intervention time for both reading and math.

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

Based off of the progress monitoring and the 2022 state assessments, math learning gains showed the most improvement with a 14 point improvement off of our goal.

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

There has been focus on standard-aligned instruction and small-group instruction. Emphasis has been placed on processing and monitoring strategies and collaborative structures.

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

Pinewood has a number of strategies that will be implemented in order to accelerate learning during the 2022-2023 school year. Our Tier I teachers will work in effective PLC's weekly to utilize the backward design framework while planning lessons. Teachers will participate in Tier 1 instruction with student needs in mind to strengthen core instruction and make data-driven decisions for effective small groups.

We will also strategically use Tier 2 time to meet with students based on intervention and enrichment needs. These groups will be fluid to support student jagged learning profiles. The Tier 3 time will be in addition to Tier 1 and 2 and focus on our students with the largest learning gap. Finally, we will offer professional development and continuous coaching support to continue to strengthen teachers' pedagogical expertise.

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 opportunities for the 2022-2023 school year include, backward design, standards-based instruction, understanding the BEST standards, Thinking Maps, Fountas and Pinnell, MTSS requirements and best practices, Conscious Discipline, new curriculum trainings, understanding correlations and causations within data analysis and trends.

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

Pinewood will provide professional development on effective small group instruction. Interventionist will have targeted small groups for tiered instruction. Small reading groups will be a focus during genius hour and reading intervention time.

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 the impact of behavior on learning.

<p>Area of Focus</p> <p>Description and Rationale:</p> <p>Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>When students feel part of the school culture, they perform better. If we promote involvement for all students, there will be an increase in data across all academic areas and a decrease in discipline concerns.</p>
<p>Measurable Outcome:</p> <p>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>Our Panorama student survey data decreased 12 points in perceptions of the overall social and learning climate of the school from previous years' Panorama data. We anticipate increasing school climate on the 2023 Panorama Survey to 60% or higher.</p>
<p>Monitoring:</p> <p>Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>We will monitor this area of focus by looking at various data throughout the year. This data includes: information on student behavior from the Behavior Leadership Team, dean chats, and MTSS. Additionally we will track data on student attendance and achievement (formative assessment)</p>
<p>Person responsible for monitoring outcome:</p>	<p>Autherene Leighvard (autherene.leighvard@ocps.net)</p>
<p>Evidence-based Strategy:</p> <p>Describe the evidence-based strategy being implemented</p>	<p>The strategies that we will use to support this area of focus include: Conscious Discipline implementation and parental engagement activities. These include the work of the school guidance counselor and social workers (itinerant and school based), the Pinewood House System implementation, student data chats and monitoring the implementation of the Life Skills Curriculum.</p>

**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.**

This strategy was specifically chosen to combat the challenges that face families in terms of collaboration in educating their child(ren). Conscious Discipline is the school-wide initiative to student behavior and building connections. The resources include staff at the school dedicated to engaging families to partner in the work of education as co-creators, supporters, encouragers, advocates and/or models. Additionally, the Pinewood House system encourages parental engagement and builds community where students and their families are included and are part of a community of learners. The goal is to build the capabilities, connections, cognition and confidence of our families as they work together with the school to increase achievement.

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.

Conscious Discipline will be used school wide. Teachers will have a designated calm down area for students. Teachers will incorporate brain smart starts into daily instruction.

**Person
Responsible** Rozene Frett Bowie (rozene.frettbowie@ocps.net)

Pinewood House System will be used to build community throughout the school, Each house is based on a character trait. There will be quarterly house meetings to review House Characteristics. Students will be able to earn points for their house. Houses will be celebrated based on the points earned.

**Person
Responsible** Autherene Leighvard (autherene.leighvard@ocps.net)

Professional development will be provided to teachers on Conscious Discipline Strategies to implement in the classroom throughout the school year.

**Person
Responsible** Rozene Frett Bowie (rozene.frettbowie@ocps.net)

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

Looking at the 2022-2023 state assessment data, it was determined that ELA instruction overall is an area of need because 43% of students are proficient, 53% show evidence of learning gains, and only 38% of our bottom 25% showed learning gains. Another factor was science proficiency at 38%, a close percentage to the reading achievement.

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

By targeting evidence-based strategies focused on small reading group instruction in ELA, we anticipate an increase of students' proficiency to 46% or higher.

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

The improvement of ELA instructional practice will be monitored through data examination (diagnostics, screenings, summatives, formatives) and classroom walk-throughs with pre and post conferences, participation in PLCs.

Person responsible for monitoring outcome:

Rozene Frett Bowie (rozene.frettbowie@ocps.net)

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

Whole group instruction will be standards-based and rigorous, meeting the grade-level expectations of the standards/benchmarks. After receiving data from this whole group, students will be strategically selected for small group time with more focus on individual needs at the current grade level. Finally, students who need further support in their reading instruction will work in small groups during intervention time with a focus on prerequisite skills needed to be successful during Tier 1.

**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.**

Standards-based instruction is key to increasing student achievement. Through structured team planning we will collectively determine what students need to know and be able to do in order to achieve the standards. Through team planning, teachers' capacity will increase through collaboration and the support of instructional leaders. After the planning process, teachers will implement the standards-based instruction. We will then determine if our standards-based instruction is working by examining assessment data. Analyzation of the data will drive the subsequent planning sessions. Differentiating instruction, specifically small group, is key to increasing performance and learning gains among all students. Through the data analysis process, we will determine how students are progressing on the standards. Our focus on small group will ensure groupings are strategic, fluid, and determined using meaningful data. Focus on effective Tier 1, Tier 2, and Tier 3 instruction will improve reading achievement and learning gains for all 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.

We will provide teachers with training on effective strategies to implement with differentiated small group lessons, we will also focus on ensuring standard based learning tasks are provided during small group instruction. Training will take place during PLC's and Professional Development Training.

Person Responsible Joni Casamento (joni.casamento@ocps.net)

We will evaluate student academic performance through data analysis and ensure students are receiving the correct tiered support. These meetings will take place every 4-6 weeks.

Person Responsible Kimberli Beckett (kimberli.beckett@ocps.net)

After students' needs have been determined, small group instruction will be implemented using standard-based lessons. Interventionists will progress monitor students on a weekly basis in order to determine the effectiveness of the intervention.

Person Responsible Joni Casamento (joni.casamento@ocps.net)

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

Increase overall proficiency in reading is identified as a need based on data. 58% of students demonstrated proficiency on reading standards on the End of the Year iReady Reading Diagnostic. 33% of Kindergarten . 43% of 1st grade and 49% of 2nd grade students scored below proficiency on the EOY Diagnostic.

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

Increase overall proficiency in reading is identified as a need based on data. 47% of students demonstrated proficiency on reading standards. 53% of 3rd grade students scored below a level 3 on the 21-22 FSA. 52% of 4th grade students scored below a level 3 on the 21-22 FSA. 65% of 5th grade students scored below a level 3 on the 21-22 FSA.

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)

By implementing evidence-based strategies, small group instruction, and tutoring, we anticipate seeing proficiency for K-2 at Pinewood Elementary increase to at least 60% on the 2023 FAST assessment.

Grades 3-5: Measureable Outcome(s)

By implementing evidence-based strategies, we anticipate seeing proficiency in 3rd-5th grade at Pinewood Elementary increase to at least 50% on the 2023 FAST assessment.

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.

This Area of Focus will be monitored through classroom walkthroughs, lesson plan review, and the input from coaches during PLCs. Feedback on all of these areas will be provided in a timely manner so any changes needed can be implemented quickly.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Frett, Rozene, rozene.frett@ocps.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?

Strategies that we will implement include increasing the rigor of standards based instruction through engagement and processing strategies, structured team planning, and using assessments to drive instruction. We will use formative assessment data to monitor the effectiveness of the selected strategies. In addition, coaches will be present during team planning sessions to monitor the development of best practices that align to the B.E.S.T. ELA Standards.

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?

All standards-based lessons begin with a well-developed plan. Through team planning, teachers' capacity will increase through collaboration and the support of instructional leaders. After the planning process, teachers will implement the standards-based instruction. We will then determine if our standards-based instruction is working by examining formative assessment data.

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
We will continue to use Fontas and Pinnell Benchmark Assessment System to accurately identify students' needs. Updated training will be provided at the beginning of the year for all teachers.	Casamento, Joan, joan.casamento@ocps.net
We will provide tutoring focused on acceleration, in addition to the extra hour of instruction, to students in 2nd-5th grades focused on ELA.	Casamento, Joan, joan.casamento@ocps.net
We will continue utilizing structured PLCs, with a focus on planning rigorous standards-based instruction for whole group and small group ELA.	Frett Bowie, Rozene, rozene.frettbowie@ocps.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 Elementary provides a positive, supportive, and inclusive learning environment in order to meet both the educational and life skills of our students. We collaborate with all stakeholders, including our faculty and staff, parents, PTA, School Advisory Committee (SAC), and community members in order to create strategies that lead our students to success. Our school creates a positive school culture and learning environment in a number of ways.

One program that we have in place is our Pinewood House System. Each member of our school staff and student body is placed into one of six Houses. Members of the Houses are recognized for making good choices based on character traits. Our House names were chosen based on the diverse

backgrounds of our student body. Each House represents colors and languages of our students body culture.

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

The PTA's goal is continue to foster a nurturing and caring environment that aims for continued parent involvement in helping build a better educational environment for our children. Pinewood PTA's goal is to contribute to a positive school community by supporting school initiatives and providing valuable input for school improvement.

Our School Advisory Committee (SAC) is comprised of faculty, staff, parents, and community members. These members meet monthly to learn about and offer input on the various schoolwide improvement initiatives. Our SAC provides suggestions on how to create a positive culture, which are then presented to the Pinewood staff for continued consideration.

A Parent Engagement Liaison (PEL) is purchased with Title I funds to bridge the gap between school and home. This person advocates for the parents and encourages their involvement in all school activities.