

Polk County Public Schools

Pinewood Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Pinewood Elementary School

1400 GILBERT ST, Eagle Lake, FL 33839

<http://schools.polk-fl.net/pes>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Campbell, April	Principal	<p>The duties and responsibilities of the principal include but are not limited to the following:</p> <ul style="list-style-type: none"> Create a climate of trust and positivity by building relationships with staff, students, parents and the community Develop a climate where staff feel safe to engage in collaborative planning, sharing of best practice, and mentoring Provide teachers opportunities for growth through professional development, feedback, and coaching Lead the focus on student achievement through feedback, data discussions and analysis Ensure quality instruction aligned to the standards with task alignment Oversee the budget and make financial decisions based on student achievement and facility needs Hire and retain highly qualified staff Communicate with stakeholders and community members (SAC, PTO, Business Partners) Work effectively within the systems of PCPS Provide staff with updates on curriculum, trainings, and initiatives. Share district updates, supports, information, and timelines with staff Provide testing information as needed. Report out on class walks using a feedback form
Rios, Luis	Assistant Principal	<p>The duties and responsibilities of the assistant principal include but are not limited to the following:</p> <ul style="list-style-type: none"> Data analysis and using the data to make decisions Developing a climate of trust and reflection to engage colleagues in conversations about student learning data and ways to use data to improve instructional practices Building relationship through communication through mentoring, collaboration, and decision making Coaching teachers for growth Monitoring conditions for learning in the classrooms Working effectively within systems, understanding decisions-making processes, and supporting school district and school priorities Inspiring and mobilizing colleagues to achieve goals and implementing plans, collaborating with grade level teams and vertical teams Maintaining focus on student achievement Provide updates on curriculum needs, trainings, and initiatives Share Progress Monitoring dates, supports and timelines Provide testing information as needed Report out on class walks for the week
Sokolski, Samantha	Math Coach	<p>The duties and responsibilities of the math coach include but are not limited to the following:</p> <ul style="list-style-type: none"> Build relationships to develop a climate of trust Lead weekly collaborative planning sessions focusing on the extent of the

Name	Position Title	Job Duties and Responsibilities
		<p>B.E.S.T. standards by developing objectives for each standard</p> <p>Engage colleagues in conversations centered around math data and discuss how to improve instructional practices.</p> <p>Analyze math data to make instructional decisions</p> <p>Share vertical data regarding school-wide strengths and areas of needed growth</p> <p>Assist colleagues with the implementation of math instruction through mentoring, modeling, and coaching</p> <p>Assist and inspire colleagues in setting goals for individual students, the class, and the grade level</p> <p>Actively participate in weekly leadership team meetings by offering suggestions, making instructional decisions</p>
Starling, Meghan	Reading Coach	<p>The duties and responsibilities of the reading coach include but are not limited to the following:</p> <p>Build relationships to develop a climate of trust</p> <p>Lead weekly collaborative planning sessions focusing on the extent of the B.E.S.T. standards by developing objectives for each standard</p> <p>Engage colleagues in conversations centered around ELA data and discuss how to improve instructional practices.</p> <p>Analyze ELA data to make instructional decisions</p> <p>Share vertical data regarding school-wide strengths and areas of needed growth.</p> <p>Assist colleagues with the implementation of ELA instruction through mentoring, modeling, and coaching</p> <p>Assist and inspire colleagues in setting goals for individual students, the class, and the grade level</p> <p>Actively participate in weekly leadership team meetings by offering suggestions, making instructional decisions, provide feedback from classroom visits</p> <p>Attend district professional development</p>
Kirk, Jenna	Other	<p>The duties and responsibilities of the behavior interventionists include but are not limited to the following:</p> <p>Participate in leadership team meetings</p> <p>Participate in leadership walks</p> <p>Guide/assist teachers in writing behavior plans</p> <p>Serve tier 2 intervention students</p> <p>Parent conferences with tier 2 behavior students</p> <p>School-wide PBIS contact</p> <p>Leads PBIS meetings</p> <p>Plans and oversees, quarterly PBIS events</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders are involved in the School Improvement Plan. The plan begins with the leadership team reviewing the progress made on the previous years' goals followed by breaking down the math and ELA proficiency data by grade level and individual teacher. Based on these reviews, the leadership team determines two areas of focus and sets goals. The focus areas and goals are then shared with the teachers and the School Advisory Council. The School Advisory Council has parent and community representatives. SAC participates in a discussion of the focus areas and goals. They share their input on the focus areas and goals and offer suggestions for the School Improvement Plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan will be monitored by the leadership team during the weekly leadership team meetings. MTSS data and subgroup data will be reviewed and discussed the third week of each month and behavior/discipline and attendance data will be reviewed and discussed the fourth week of each month. Tier 2 and 3 be reviewed October 10 & 11, January 9 & 10, and March 26 & 27.

Weekly independent administrator and leadership ACR walks using the SWT will be used to monitor the SIP. Each administrator will complete two independent walks and the leadership team will complete two walks. Data will be collected on instruction, student tasks, and assessments aligned to the benchmarks. The leadership team will participate in Instructional Reviews with the regional superintendent and district office staff. The team will collect data, discuss data, and evaluate instruction based on the data collected.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	67%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)*

(subgroups below the federal threshold are identified with an asterisk)	Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	39	35	28	30	27	0	0	0	159	
One or more suspensions	0	3	7	4	12	5	0	0	0	31	
Course failure in English Language Arts (ELA)	0	11	14	14	18	12	0	0	0	69	
Course failure in Math	0	10	8	2	4	20	0	0	0	44	
Level 1 on statewide ELA assessment	0	0	0	0	42	25	0	0	0	67	
Level 1 on statewide Math assessment	0	0	0	0	35	28	0	0	0	63	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	20	28	29	12	26	0	0	0	115	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	11	11	8	39	26	38	0	0	0	133

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	0	27	0	0	0	0	0	29
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	44	35	23	44	33	0	0	0	179	
One or more suspensions	0	4	6	4	2	2	0	0	0	18	
Course failure in ELA	0	4	15	1	8	5	0	0	0	33	
Course failure in Math	0	3	5	0	1	5	0	0	0	14	
Level 1 on statewide ELA assessment	0	0	0	25	37	31	0	0	0	93	
Level 1 on statewide Math assessment	0	0	0	27	32	37	0	0	0	96	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	48	60	73	29	17	0	0	0	227	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	17	18	12	17	30	0	0	0	96

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	44	35	23	44	33	0	0	0	179	
One or more suspensions	0	4	6	4	2	2	0	0	0	18	
Course failure in ELA	0	4	15	1	8	5	0	0	0	33	
Course failure in Math	0	3	5	0	1	5	0	0	0	14	
Level 1 on statewide ELA assessment	0	0	0	25	37	31	0	0	0	93	
Level 1 on statewide Math assessment	0	0	0	27	32	37	0	0	0	96	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	48	60	73	29	17	0	0	0	227	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	17	18	12	17	30	0	0	0	96

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	47	45	53	46	47	56	42		
ELA Learning Gains				58			39		
ELA Lowest 25th Percentile				35			26		
Math Achievement*	52	49	59	50	42	50	51		
Math Learning Gains				47			34		
Math Lowest 25th Percentile				32			35		
Science Achievement*	34	41	54	26	49	59	45		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	62	54	59	38			47		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	240
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	332
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	17	Yes	4	2
ELL	33	Yes	2	
AMI				
ASN				
BLK	32	Yes	2	
HSP	44			
MUL	58			
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	53			
FRL	44			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	19	Yes	3	1
ELL	29	Yes	1	1
AMI				
ASN				
BLK	31	Yes	1	1
HSP	40	Yes	1	
MUL	61			
PAC				
WHT	57			
FRL	40	Yes	1	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	47			52			34					62
SWD	19			25			0				4	
ELL	26			44			0				5	62
AMI												
ASN												
BLK	34			40			24				4	
HSP	45			51			16				5	61

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL	54			62							2	
PAC												
WHT	54			59			49				4	
FRL	43			48			32				5	57

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	46	58	35	50	47	32	26					38
SWD	17	32	31	19	19	12	6					
ELL	29	38		25	30		13					38
AMI												
ASN												
BLK	28	42	33	35	36	33	9					
HSP	45	59	35	45	42	29	28					40
MUL	64			58								
PAC												
WHT	57	68		64	59		36					
FRL	43	56	37	46	47	30	24					35

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	42	39	26	51	34	35	45					47
SWD	14			20	30							
ELL	24	22		41	17		18					47
AMI												
ASN												
BLK	26	27	27	27	36	20	18					
HSP	39	39		49	32		41					48
MUL												
PAC												
WHT	54	45		67	40		63					

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	38	37	21	49	36	36	41					48

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	40%	43%	-3%	54%	-14%
04	2023 - Spring	59%	53%	6%	58%	1%
03	2023 - Spring	39%	42%	-3%	50%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	58%	51%	7%	59%	-1%
04	2023 - Spring	59%	56%	3%	61%	-2%
05	2023 - Spring	39%	44%	-5%	55%	-16%

III. Planning for Improvement**Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

FAST data indicates the lowest data component was fifth grade math. Fifth grade math proficiency is 38% compared to the third and fourth grade proficiency rate of 58%. One contributing factor is the teachers lack of a deep understanding of the standard and the objectives students must master to meet the full extent of the standard and/or the need for tasks and assessments aligned to the rigor of the standard. There is a discrepancy in the number of students who failed the math course and the number of students scoring a level 1 and 2.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

FAST data indicates the 3rd grade ELA data had the greatest decline. Beginning of the year STAR and tier 1 MTSS data showed a greater number of students entered third grade with a low fluency rate and poor comprehension. Many students were lacking foundational reading skills taught in kindergarten and first grade. These include phonics, decoding, and automaticity with sight words. Inconsistency in the implementation of lesson plans was also observed during walkthroughs.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap in proficiency comparing the school to the state was in 5th grade math. There was 17% proficiency between the school and the state.

One contributing factor is the teachers lack of a deep understanding of the standard and the objectives students must master to meet the full extent of the standard and/or the need for tasks and assessments to be aligned to the rigor of the standard. There is a discrepancy in the number of students who failed the math course and the number of students scoring a level 1 and 2.

Which data component showed the most improvement? What new actions did your school take in this area?

FAST data indicates third grade math showed the greatest improvement. The overall third grade proficiency is 58%. The proficiency of two of the classrooms was 64%. New actions included adding a math coach. The math coach was involved in planning and ARC of the benchmarks. Teachers developed a better understanding of the benchmark and sequenced the objectives to be taught and tested for mastery of the standard.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two potential areas of concern noted from reviewing the Early Warning System Data is the correlation between discipline and low academic performance and frequent absenteeism and low academic performance. Several of the students with discipline issues also had a high number of out of school suspensions as well as absences.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Priority number one is to increase ELA and math proficiency and priority number two is to decrease the number of third grade retainees. In order to meet these goals and increase proficiency each year, a focus must be placed on increasing the number of students exiting kindergarten and first grade who have mastered the ELA standards, reading sight words with automaticity, and reading fluently. In math students must have a deep understanding of number sense and be fluent with basic facts.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Student achievement is impacted by the classroom and school environment. A positive classroom and school environment where students feel safe, welcome, treated fairly, and supported must be sustained to support student learning outcomes. During the first week of school, teachers will teach the school-wide expectations. Expectations will be posted in classrooms and throughout the campus.

Measurable Outcome:

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

The goal is to decrease the number of discipline referrals which will lead to an increase in the number of students attending the quarterly PBIS celebrations and reduce absenteeism caused by out of school suspensions.

Monitoring:

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

The discipline and attendance data will be reviewed monthly during the weekly leadership team meetings. Data will be shared with the teachers and the School Advisory Council quarterly.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. PBIS improves social emotional competence, academic success, and school climate. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives.

A reward system will be used for daily behavior and attendance. Students may earn 1-4 points daily for behavior and must earn 80% of the monthly possible points to participate in the monthly Fun Friday and 80% of the quarterly points to attend the quarterly celebration. Individual quarterly incentives (ribbons, pencils, erasers) will be given to students with 95% + attendance. Perfect attendance medals will be given at the end of the year. The vertical team with the fewest absences each quarter will receive a treat (air head, freezie pop, etc.).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The finding of a West Virginia Department of Education Division of Teaching Learning Office of Research showed students with one or more referrals were 2-4 times more likely to score below proficiency in math than those with no discipline referrals. Marzano's research shows students engagement leads to academic achievement. Students who display discipline issues are not engaged in learning.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 with the parents/guardians of students who exhibit behavior issues. Evidence for behavior issues would be having 3 or more minor infractions for the same type of behavior within four weeks.
2. The behavior interventionist will assign teacher mentors to the students who had 10 or more referrals during the previous school year. The students will visit their mentor daily for a check in system. Their classroom may also serve as a "regroup" location during the day if needed.
3. Create tier 2 behavior plans for students who have five or more referrals during a nine week period.
4. The behavior interventionist, assistant principal, and classroom teacher will have face-to-face conferences with the parent of students who have five referrals.
5. Attendance will be monitored using a quarterly individual system and a vertical team reward system.

Person Responsible: Jenna Kirk (jenna.kirk@polk-fl.net)

By When: Parent/teacher/administrator conferences will be held following the monthly leadership discipline data reviews. Mentors will be assigned by August 28, 2023. Tier 2 behavior plans will be created after referrals.

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Instruction aligned to the benchmark is an area of crucial need based on the discrepancy between the FAST scores in reading and math compared to the course grades students received and the number of course failures in reading and math. This indicates that the task and assessments are not rigorous enough and/or do not require mastery of the full extent of the standard. There is a need for teachers to have a deeper understanding of the standard in order to create task and assessments equivalent to the benchmark.

Measurable Outcome:

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

The 2024 FAST data will show and increase in the number of students proficient in math and ELA.

The ELA goal for grades 3 - 5 combined is to increase from 46% proficiency to 50%.

The goal for grade 3 ELA is 50% proficiency.

The goal for grades 4 and 5 is to increase the incoming cohort's proficiency by 2 points from the previous years' proficiency. (4th - 41%, 5th - 62%)

The math achievement for grades 3 - 5 will increase from 51% proficiency to 55%.

The goal is to increase the proficiency in the incoming cohorts in grades 4 and 5 by 2 points (58 to 60%)

The goal for grade 3 ELA is 50% proficiency.

Monitoring:

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

Quarterly grade level data discussions on will take place with the leadership team. Progress monitoring will take using the district level assessment platforms to ensure student mastery of the benchmarks. The SWT will also be used to monitor the alignments of task and assessments to the benchmark.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Monitor students engaging in equivalent experience aligned to to state expectations using SWT.
2. Engage teachers in standards-based planning protocol using the Learning Arc Framework during block planning and after school planning.
3. Two Title One paraprofessional will provide remediation to kindergarten and first grade students who score 22 - 37 percentile on STAR or FAST assessments.
4. A Title One paraprofessional will provide remediation to fourth grade students who scores a level3 on the FAST ELA and/or math assessment.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

TNTP's The Opportunity Myth speak to the relationship between academic success and ensuring students are able to engage in grade level standards-based expectations. It is imperative we both monitor for aligned and plan for teacher's understanding of the benchmarks and aligned tasks and assessments.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Create a calendar for independent administration and leadership team calibration walks using the SWT and grade level data discussions.
2. Academic coaches will meet weekly with grade level teams to review and revise benchmark ARCs. The focus will center on the task alignment to the benchmark and assessments that give students an equitable exp.
3. Data chats will take place after STAR and FAST assessments. Teachers will list the benchmarks with the lowest scores and create a plan for reteaching during small groups instruction. Report grades will be compared to student performance on STAR and FAST assessments due to the trend in discrepancies between grades and FAST performance levels.
4. Administrators will provide individual and team feedback on the SWT data collected.
5. Titel One

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

By When: The SWT calendar completion date is. August 31, 2023 Coaches will plan with teams on Tuesdays for task alignment and assessments. Data chats will take place every 6-8 weeks.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process to review the alignment of resources begins with a review of subgroup data proficiency. Based on the data, funds are allocated to provide support and remediation to students in the subgroups not proficient. The School Advisory Council reviews the School Improvement Plan and budget and makes recommendations on the use of funds.

Interventions for ELL students will be based on the data in ELLevation. Teachers will use the recommended strategies to close the gap in the areas of listening, speaking, reading, and writing that students were not proficient in on ACCESS testing.

The online program Redbird is a part of the math series. It will be used to remediate the math skills of all subgroups. Each student's path is based on need.

IStation is an online program that gives students an individualized path for remediation. It will be used by all subgroups.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

The area of focus for kindergarten will be on the foundational skills of letter recognition and phonics. As students begin to build a phonics foundation, decoding CVC words and reading the Fry sight words in isolation with automaticity will be the focus.

The area of focus for first grade will begin with reading the Fry word list with automaticity. The focus will then move to reading phrases, sentences, and paragraphs that contain the Fry word list.

The area of focus for second grade is to read with fluency and begin to read for comprehension. The focus will begin with reading text to build fluency. As students become fluent readers, the focus will shift to reading and comprehending on grade level passages.

Data on the foundational skills from the STAR assessment will be used to create small groups for instruction and remediation.

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

The focus for grades 3-5 will be fluency and comprehension. Lack of fluency is the major barrier for comprehension. Differentiated groups will build fluency through using leveled readers, Accelerated Reader, and fluency passages.

Teachers will model and teach predicting, questioning, clarifying, and summarizing for reading comprehension using the “I do, we do, you do” method. Reciprocal teaching role cards will be used to provide students a visual for predicting, questioning, clarifying, and summarizing.

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 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 Measurable Outcomes

The goal is to increase the percentage of students in each grade level scoring above the 40th percentile on the Spring 2024 STAR.

In the spring of 2023, 66% of the kindergarteners scored at or above the 40th percentile on the STAR.

The goal for the spring of 2024 is to increase the number of kindergarteners scoring at or above the 40th percentile or above to 70%.

In the spring of 2023, 54% of the first graders scored at or above the 40th percentile. The goal is for 70% of the students to score at or above the 40th percentile since 66% of that cohort scored above the 40th percentile in the spring of 2023.

In the spring of 2023, 64% of the second graders scored at or above the 40th percentile on the STAR.

The goal for the spring of 2024 is for 64% of the second graders to score at or above the 40th percentile.

This is a 10% increase for the cohort over the previous year.

Grades 3-5 Measurable Outcomes

The goal is to increase the percentage of students in each grade level scoring a 3 or higher on the 2024 spring FAST assessment and to have all grade levels with 50% or more of the students achieving a level 3 or higher on the FAST.

In the spring of 2023, 42% of the third graders scored a level 3 or higher on the FAST. The goal is for 50% of the students to score a 3 or higher on the spring 2024 FAST.

In the spring of 2023, 61% of the fourth graders scored at or above level 3 on the FAST. The goal is for 50% of the fourth graders to achieve a level 3 or higher on the spring 2024 FAST. Last year, this cohort did not reach 50% of the students with a score of level 3 or higher.

In the spring of 2023, 41% of the fifth graders achieved a level 3 or higher on the FAST. The goal for the spring of 2024 is for 62% of the fifth graders to achieve a score of level 3 or higher. Last year, this cohort had 61% score a level 3 or higher.

Grades 3 and 5 were the only two grade levels in the school who did not reach 50% or more of the students meeting the proficiency level.

Monitoring

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 impact student achievement outcomes.

The focus areas will be monitored by the leadership team during class walks. Data will be collected on the benchmark being taught, the instructional delivery, the materials used, and the student tasks. Data chats will take place with grade level teams using the STAR and FAST Assessments.

Accelerated Reader data will be monitored for daily engaged minutes, reading levels, and proficiency.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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

Evidence-based Practices/Programs

Description:

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. §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?

1. During PLCs ARC standards o ensure that teaches have a deep understanding of the benchmark and sequence the objectives to be taught to reach mastery of the standard.
2. Create tasks that lead to mastery of the benchmark and implement learning checks throughout instructional delivery.
3. Engage teachers in PLCs directly focused on interpreting the data and utilize data to create targeted interventions.
4. Utilize data to measure progress and adjust push in resources based on need.
5. Complete MTSS data chats every six weeks.
6. Using the School Walk Tool the leadership will complete weekly walks to monitor instruction, tasks, and assessmetns.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Core curriculum is the foundation for academic growth for students all performance levels. Academic coaches will plan with teams to align materials, tasks, and assessments to benchmarks to strengthen core curriculum.

The MTSS framework as an effective method for improving student mastery of content. By utilizing this system, learning gaps can be remediate while students are learning grade level content.

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
The leadership team will review data and assist teams in creating differentiated groups across the grade levels for remediation and acceleration.	Starling, Meghan, meghan.starling@polk-fl.net
Schedule leadership team walks using the School Walk Tool. Data will be collected on the focus standard, instructional delivery, task level (below standard, approaching, meeting, exceeding).	Campbell, April, april.campbell@polk-fl.net
Provide teachers with additional planning time after school hours or by using substitutes during school hours.	Campbell, April, april.campbell@polk-fl.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan and budget information is shared with stakeholders at the annual meeting, parent/family community input meetings, and on the school's district webpage.
The School Improvement Plan is reviewed and shared in detail at the first yearly School Advisory Council Meeting. Throughout the year, updates on student performance, needs throughout the school, and staff vacancies are shared.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Pinewood will build positive relations with families in a variety of ways. Teachers will hold face to face conferences each semester to discuss students' academic progress and interactions will include annual meetings, parent conferences, data chats, parent nights, and student fine arts performances.
Social Media will be used communicate with families. These include the use of Classmate, the school website, School Messenger, and Facebook.
Families and the community will be asked to provide input on the Family Engagement Plan and School Improvement Plan.
The school handbook, Paw Printz is distributed to each student.
Title One parent nights and parent conferences are held each semester.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

The academic programs will be strengthened through a math and academic coach. The coaches will provide support and guidance to teachers during block planning and after school planning. They will assist in creating tasks aligned to benchmarks. Paraprofessional will work with small groups to provide remediation on skills.

Professional development will occur on early dismissal days and during block planning. Professional development will continue on the Learning Arc Framework.

Collaborative Planning takes place weekly with the academic coaches.

Interventions for ELL students will be based on the data in ELlevation. Teachers will use the recommended strategies to close the gap in the areas of listening, speaking, reading, and writing that students were not proficient in on ACCESS testing.

The online program Redbird is a part of the math series. It will be used to remediate the math skills of all subgroups. Each student's path is based on need.

IStation is an online program that gives students an individualized path for remediation. It will be used by all subgroups.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Data Com provides principals the opportunity to present and showcase schools. These sessions include sharing facts about the school such as data, staffing, and special programs.

School Improvement Planning Training sessions are provided by the district office. The school leadership participates in the training session and seeks guidance and input on writing the school improvement plan.

During the Summer Leadership Academy administrators are given the opportunity to attend multiple sessions where information is shared regarding various district programs. These include ESE, Early Childhood, and ESOL.

-Title I Technical Assistance – Use of Funds, PFE Input, Back to School Mtg

-Comprehensive Needs Assessment Technical Assistance

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Students identified as having social - emotional needs are given the opportunity to meet with the guidance counselor individually or in small group. At times, it may be appropriate for a student to meet with a classroom teacher on a one-to-one basis for a check in/out system. Severe cases may be submitted for extra support with a school or contracted mental health counselor. Based on need, services are provided during school contact hours.

Hazel Health is an online resource available for students and families. Mental health services are offered thru Hazel Health.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Pinewood Elementary is a PBIS school and serves a tier one model to prevent and address behavior problems. Schoolwide rules and procedures are taught and reviewed at length during the first few weeks of school and at the start of the second semester. Students meeting the monthly goal participate in Fun Friday the last Friday of every month. Quarterly celebrations take place on a large scale and may include BMX bike shows, Glow Parties, and luaus.

A behavior interventionist observes tier 2 behavior students and works with the classroom teacher to create a behavior intervention plan. The student has input in the plan as to his/her rewards. The plan is shared and discussed with the parent and the parent shares suggestions for the plan.

STAR and FAST Assessments are given in the fall provide baseline data for students' math and ELA levels. Small group instruction is provided to students as the first step for intervening with academic deficiencies. Title One paraprofessionals provide students support by reinforcing the skills taught during the whole group instruction block.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Pinewood will continue to engage in professional development on task and assessment alignment to the benchmark using the ARC Framework.

Professional development will be provided during preplanning week on tracking and documenting tier 2 and 3 instruction in Focus. District ESOL support staff will also provide training on ELlevation. This program will assist teachers in identifying the current levels of ELL students and provide a path for increasing achievement.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Kindergarten Round Up is a designated week in April for parents to complete registration packets and get a tour of the school campus. One night during the week is open for parents to meet teachers, tour classrooms, and for students to engage in various activities. Administrators share information regarding transportation, dress code, curriculum, and the student handbook. Parents have the opportunity to engage in a Q and A session with administrators.

Numerous daycare providers provide before and afterschool transportation to students. Positive relationships with these providers have been established. One of the daycare provider staff members serves on the School Advisory Council.