

Brevard Public Schools

Pinewood Elementary School



2021-22 Schoolwide Improvement Plan

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Pinewood Elementary School

3757 OLD DIXIE HWY, Mims, FL 32754

<http://www.pinewood.brevard.k12.fl.us>

Demographics

Principal: Mitzi Robinson

Start Date for this Principal: 6/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: A (65%) 2017-18: B (54%) 2016-17: A (63%) 2015-16: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Brevard County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Pinewood Elementary School is a community partnership committed to fostering a positive educational experience by developing all students to their fullest potential. (revised 8/19)

Provide the school's vision statement.

The Pinewood community is committed to pursuing academic excellence in a supportive, caring, and challenging environment.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Robinson, Mitzi	Principal	The Principal is the instructional leader and leads the team through all aspects of school improvement, data analysis and collaborative decision making. She leads the Pinewood Leadership Team, which meets every Monday morning to discuss upcoming school events, PBIS, data, and MTSS. The team coordinates individual team member calendars, including MTSS/IPST meeting dates and times. Upcoming data team meeting agendas are also created during these meetings. These meetings are also used to problem solve issues that arise within the school. The results of the meetings are then shared with appropriate parties.
Smith, Amber	Assistant Principal	The assistant principal supports all aspects of school improvement. She will attend all leadership team meetings and will oversee the teacher assigned as the MTSS coordinator. Mrs. Smith is also our Testing Coordinator.
Lang, Michelle	Teacher, K-12	Mrs. Lang is our MTSS coordinator and Title I coordinator. She leads MTSS development, supports data collection, and specialized subgroup populations development, including the lowest quartile students. She provides student intervention. She oversees the Title 1 Framework.
Russell, Jamie	Teacher, K-12	Mrs. Russell is our new teacher mentor.
Vaughan, Kathleen	Reading Coach	Ms. Vaughan is the Literacy Coach. She leads the literacy programming and ongoing iReady Data Analysis.

Demographic Information

Principal start date

Wednesday 6/1/2016, Mitzi Robinson

Number of teachers with a 2019 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.*

3

Number of teachers with a 2019 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.*

7

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

507

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

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

4

Demographic Data

Early Warning Systems

2021-22

The number of students by 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	70	85	62	67	59	67	67	0	0	0	0	0	0	477
Attendance below 90 percent	7	13	8	4	6	9	7	0	0	0	0	0	0	54
One or more suspensions	0	1	2	1	0	2	6	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	9	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	0	1	2	5	0	0	0	0	0	0	0	0	0	8
Level one on 2021 FSA ELA	0	0	0	0	6	6	11	0	0	0	0	0	0	23
Level one on 2021 FSA Math	0	0	0	1	8	10	16	0	0	0	0	0	0	35

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	1	2	2	5	6	10	0	0	0	0	0	0	26

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	3	4	4	1	0	1	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	4	0	1	0	0	0	0	0	0	6

Date this data was collected or last updated

Tuesday 8/17/2021

2020-21 - As Reported

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	74	51	59	59	64	67	54	0	0	0	0	0	0	428
Attendance below 90 percent	2	4	3	1	0	8	5	0	0	0	0	0	0	23
One or more suspensions	2	3	1	1	5	6	5	0	0	0	0	0	0	23
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	1	5	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	9	6	0	0	0	0	0	0	15

The number of students with two or more early warning indicators:

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

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	15	2	1	0	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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	74	51	59	59	64	67	54	0	0	0	0	0	0	428
Attendance below 90 percent	2	4	3	1	0	8	5	0	0	0	0	0	0	23
One or more suspensions	2	3	1	1	5	6	5	0	0	0	0	0	0	23
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	1	5	0	0	0	0	0	0	6
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	9	6	0	0	0	0	0	0	15

The number of students with two or more early warning indicators:

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

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	15	2	1	0	0	0	0	0	0	0	0	0	0	18
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	65%			67%	62%	57%	56%	60%	56%
ELA Learning Gains	52%			68%	60%	58%	47%	54%	55%
ELA Lowest 25th Percentile	39%			56%	57%	53%	43%	46%	48%
Math Achievement	65%			67%	63%	63%	62%	62%	62%
Math Learning Gains	54%			65%	65%	62%	55%	59%	59%
Math Lowest 25th Percentile	40%			56%	53%	51%	45%	49%	47%
Science Achievement	55%			76%	57%	53%	67%	57%	55%

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
03	2021					
	2019	69%	64%	5%	58%	11%
Cohort Comparison						
04	2021					
	2019	64%	61%	3%	58%	6%
Cohort Comparison		-69%				
05	2021					
	2019	68%	60%	8%	56%	12%
Cohort Comparison		-64%				
06	2021					
	2019	63%	60%	3%	54%	9%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	62%	61%	1%	62%	0%
Cohort Comparison						
04	2021					
	2019	73%	64%	9%	64%	9%
Cohort Comparison		-62%				
05	2021					
	2019	70%	60%	10%	60%	10%
Cohort Comparison		-73%				
06	2021					
	2019	62%	67%	-5%	55%	7%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	74%	56%	18%	53%	21%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

i-Ready diagnostics for First through Sixth grades were used to compile the data below

**Data is for students currently in the building using their 20/21 data, ex. data in first grade boxes reflects iReady scores from their kindergarten year, the second grade boxes reflect scores from first grade, etc.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38/72/53%	49/74/66%	63/76/83%
	Economically Disadvantaged	21/46/46%	30/48/63%	39/49/80%
	Students With Disabilities	2/11/18%	4/12/33%	5/11/45%
	English Language Learners	0/0/0%	0/0/0%	0/0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29/73/40%	38/71/54%	53/76/70%
	Economically Disadvantaged	18/47/38%	22/45/49%	30/49/61%
	Students With Disabilities	4/12/33%	3/12/25%	4/11/36%
	English Language Learners	0/0/0%	0/0/0%	0/0/0%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9/54/15%	15/52/27%	27/54/50%
	Economically Disadvantaged	6/36/16%	11/36/30%	15/38/41%
	Students With Disabilities	0/15/0%	0/15/0%	1/16/12%
	English Language Learners	0/0/0%	0/0/0%	0/0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8/54/15%	17/50/34%	22/54/41%
	Economically Disadvantaged	3/36/8%	10/35/29%	12/38/32%
	Students With Disabilities	0/15/0%	0/15/0%	1/16/6%
	English Language Learners	0/0/0%	0/0/0%	0/0/0%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10/60/16%	21/60/34%	38/60/62%
	Economically Disadvantaged	5/38/13%	12/38/32%	25/38/66%
	Students With Disabilities	0/15/0%	1/16/6%	5/16/29%
	English Language Learners	0/1/0%	0/1/0%	1/1/100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6/60/10%	19/60/32%	29/60/48%
	Economically Disadvantaged	4/38/11%	11/38/29%	21/38/55%
	Students With Disabilities	0/15/0%	1/16/6%	4/16/25%
	English Language Learners	0/1/0%	0/1/0%	0/1/0%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30/56/54%	42/57/74%	41/56/74%
	Economically Disadvantaged	17/36/49%	24/37/66%	22/36/62%
	Students With Disabilities	3/11/27%	3/11/27%	2/11/18%
	English Language Learners	0/0/0%	0/0/0%	0/0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5/56/9%	20/57/35%	34/56/61%
	Economically Disadvantaged	2/36/6%	11/37/30%	19/36/53%
	Students With Disabilities	0/11/0%	0/11/0%	2/11/18%
	English Language Learners	0/0/0%	0/0/0%	0/0/0%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31/62/49%	38/64/59%	44/63/55%
	Economically Disadvantaged	15/36/40%	19/37/50%	23/36/44%
	Students With Disabilities	2/14/14%	5/14/36%	6/14/21%
	English Language Learners	0/0/0%	0/0/0%	0/0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8/62/13%	23/64/36%	39/63/62%
	Economically Disadvantaged	4/36/11%	10/37/27%	20/36/56%
	Students With Disabilities	1/14/7%	3/14/21%	5/14/36%
	English Language Learners	0/0/0%	0/0/0%	0/0/0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20/56/36%	30/58/52%	31/57/55%
	Economically Disadvantaged	8/34/24%	14/35/40%	15/34/44%
	Students With Disabilities	1/14/7%	4/15/27%	3/14/21%
	English Language Learners	0/0/0%	0/0/0%	0/0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17/56/30%	25/58/43%	31/57/54%
	Economically Disadvantaged	7/34/21%	12/35/34%	15/34/44%
	Students With Disabilities	2/14/14%	2/15/13%	3/14/21%
	English Language Learners	0/0/0%	0/0/0%	0/0/0%

Subgroup Data Review

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	38	46	42	35	36	31	21				
MUL	72	75		61	58						
WHT	65	49	38	66	55	37	56				
FRL	57	48	32	55	43	29	35				
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	24	47	44	41	65	54					
BLK	25	60		25	50						
MUL	73	83		58	67						
WHT	68	68	51	71	65	56	82				
FRL	61	69	61	60	61	52	70				
2018 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 2016-17	C & C Accel 2016-17
SWD	16	29	30	29	46	43	20				
BLK	8	50		15	64						
MUL	54	37		54	47						
WHT	57	47	38	67	55	41	74				
FRL	47	44	48	51	52	44	64				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	7
Percent Tested	97%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
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	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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?

There was an increase in reading and math proficiency iReady scores across all grade levels and subgroups with the exception of the third grade SWD subgroup. The third grade SWD subgroup shows a one student decrease in proficiency.

2019 FSA

ELA lowest 25% is the biggest concern.

56% of our lowest 25% scored proficient on the FSA. Proficiency has been below 56% for the past 4 years.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Third, Fourth, Fifth, and Sixth grade ELA iReady diagnostic has smaller proficiency gains from Fall to Spring.

Third- 20% proficiency gain all students, 13% gain economically disadvantaged, 9% decrease SWD

Fourth- 6% proficiency gain all students, 4% gain economically disadvantaged, 7% gain SWD

Fifth- 19% proficiency gain all students, 20% gain economically disadvantaged, 14% gain SWD

Sixth- 10% proficiency gain all students

Kindergarten, First, and Fifth grade Math iReady diagnostic had smaller proficiency gains from Fall to Spring

Kindergarten - 30% proficiency gain all students, 23% gain economically disadvantaged, 3% gain SWD

First - 26% proficiency gain all students, 24% gain economically disadvantaged, 6% gain SWD

Fifth - 24% proficiency gain all students, 23% gain economically disadvantaged, 7% gain SWD

2019 FSA

We did not have a decline on FSA data.

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

There is a need for consistent standards based Tier I instruction across all grade levels and teaching to the depth of the standards. Possible actions to be taken include training on and the implementation of the new county ELA curriculum. A focus on Tier I instruction including timing, pacing, and county curriculum content in reading and math is needed.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Kindergarten, First, and Second grade ELA iReady diagnostic had larger proficiency gains from Fall to Spring.

Kindergarten - 30% proficiency gain all students, 34% gain economically disadvantaged, 27% gain SWD

First - 35% proficiency gain all students, 25% gain economically disadvantaged, 12% gain SWD

Second - 46% proficiency gain all students, 53% gain economically disadvantaged, 29% gain SWD

Second, Third, Fourth, and Sixth grade Math iReady diagnostic had larger proficiency gains from Fall to Spring

Second - 38% proficiency gain all students, 44% gain economically disadvantaged, 25% gain SWD

Third - 52% proficiency gain all students, 47% gain economically disadvantaged, 18% gain SWD

Fourth - 49% proficiency gain all students, 45% gain economically disadvantaged, 29% gain SWD

Sixth - 35% proficiency gain all students

2019 FSA

ELA learning gains increased by 21% from 47% in 2018 to 68% in 2019.

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

Our primary students typically show a greater percentage of proficiency gain. This also comes as their familiarity with the program and diagnostics increases. A focus on intensive intervention in the primary grades also contributed to these gains.

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

Small group instruction in reading and math in all classrooms. Title I support of students in the lowest 25%, Tier II and Tier III. Increase focus on Tier I instruction including consistently following ELA and Math program timing and pacing.

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.

Teachers will be provided professional development by both the county and our school's reading coach in the new ELA curriculum. The reading coach will also provide individual support in classrooms.

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

We will hire a teacher with ASP money to teach small groups during the school day.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus

Description and Rationale:

The consistent delivery of high quality, standards-based Tier I instruction will increase student proficiency rates.

Measureable Outcome:

Student achievement in ELA will increase from 65% to 75% proficient. Student achievement in Math will increase from 54% to 65% proficient.

Monitoring:

Administrative walk throughs focusing on pacing and implementation of county curriculum in Tier I instruction in the ELA and Math blocks.

Person responsible for monitoring outcome:

Mitzi Robinson (robinson.mitzi@brevardschools.org)

Evidence-based Strategy:

Teachers will receive school and county level professional development from content specialists. Our reading coach will provide group as well as individual support in implementing the new reading curriculum with fidelity.

Rationale for Evidence-based Strategy:

School based coaching support as well as the ability to access content specific professional development through the county provides teachers with a multitude of options to increase their knowledge base, familiarity, and successful implementation of the county curriculums. This intensive support will help to ensure that teaching practices change and evolve with the new curriculum.

Action Steps to Implement

1. Bi-weekly grade level data meetings. In the 21/22 school year one meeting each month will be dedicated to discussing the effect Tier I instruction is having on the lowest 25% and our African American subgroup and what strategies can be put in place for learning gains including what is needed in Tier II and Tier III instruction. The other monthly meeting will be to discuss progress of all students in Tier I instruction in order to ensure no student falls through the cracks.

Person Responsible

Mitzi Robinson (robinson.mitzi@brevardschools.org)

2. MTSS facilitator will monitor lowest 25% students after each iReady diagnostic. (T)

Person Responsible

Michelle Lang (lang.michelle@brevardschools.org)

3. Title I teachers and instructional assistants will provide intervention and classroom support for students in the lowest 25%. (T)

Person Responsible

Mitzi Robinson (robinson.mitzi@brevardschools.org)

4. Strengthening Tier 1 instruction with all classroom teachers through professional development. Support, guidance, and modeling by our reading coach. (T)

Person Responsible

Kathleen Vaughan (vaughan.kathleen@brevardschools.org)

5. ELA and Math will be monitored by i-Ready diagnostic three times a year and the lowest 25% will be growth monitored.

Person Responsible

Mitzi Robinson (robinson.mitzi@brevardschools.org)

6. Purchased computers to support student iReady instruction. (T)

Person Responsible Mitzi Robinson (robinson.mitzi@brevardschools.org)

7. We will create an iReady reporting group to monitor our ESSA subgroup, African American students. We will track their progress on diagnostics, lessons, and standards mastery. Our reading coach will work with teachers to increase student success and provide intervention guidance as needed. The data will also be discussed/reviewed at grade level data team meetings.

Person Responsible Kathleen Vaughan (vaughan.kathleen@brevardschools.org)

8. Classroom walkthroughs by principal and assistant principal during Tier I instruction in reading and math focusing on pacing and implementing county curriculum with fidelity.

Person Responsible Mitzi Robinson (robinson.mitzi@brevardschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Pinewood ranked 1,217 out of 1,395 schools in the state for total reported suspensions in 19/20. There were 49 total suspensions, 27 in-school and 29 out-of-school. This is an increase from previous years. There were 2 tobacco incidents and 1 incident in the other major offenses category. This school year there will be a renewed school wide focus on PBIS and continued training provided to teachers in conscious discipline. Suspensions and other incidents will be monitored and discussed quarterly at faculty meetings.

***** Additional Schoolwide Improvement Priorities *****

To address the number of students with one or more suspensions during the school year teachers will reward PAW bucks for positive behavior and focus on students' social emotional needs/relationship building. The leadership team will track teacher input at biweekly data team meetings and provide monthly PBIS rewards to students. Title I teachers and Instructional Assistants will be used to support the PBIS program. (T)

We recognize the importance of the district strategic plan and we realize that to prepare for our kindergarten students they need support in all areas of development. We hold kindergarten round up and we support a strong VPK. We also focus on our third grade literacy by concentrating on the foundations of learning to read, we utilize Title I support for our students who have learning gaps. We ensure that all students work with complex grade level curriculum daily and apply the content to real world problems.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

BPS Parent Survey data reveals that 83% of parents feel they received information on how to help their child at home. Pinewood hosts several family involvement events throughout the school year including grade level specific curriculum nights, Bedtime Story Night, and Pinewood Page Turners in order to reach most parents. We see there may be gaps and parents we don't reach, so Pinewood communicates regularly with families and community stakeholders through Facebook posts, flyers, and a monthly newsletter. A school calendar and informational handbook are also sent home with every student. Pinewood offers a multitude of materials that parents can check out to work with their child at home. We have resources for every grade level and subject and offer to train parents in using them. The Parent Survey also reveals that 83% of parents feel welcome at Pinewood and numerous parents wrote positive comments about Pinewood's teachers and that Pinewood is a friendly place. This percentage is lower than the previous year due to the fact that parents were not allowed in the building, due to COVID restrictions. Many parents commented that they are hoping this school year will allow them to attend events in person. Pinewood builds relationships with the community through a number of activities and events including registration day, Feeder Chain Homecoming Parade, community parades, and having business partners volunteer time and resources that improve student achievement. A local church and Second Harvest provide students meals to take home on the weekend. A Science Fair night, Art Fair, and Music Programs provide families an opportunity to observe their child's learning. A Flagpole ceremony is held monthly including a grade level musical performance, Student of the Month awards for each class and quarterly report card grade awards. The School Advisory Council provides parents and community members a voice in school decision making. We request feedback on decisions through newsletters and online surveys, and offer exit slips at the end of all parent involvement nights requesting opinions of families. According to the Teacher Insight Survey, 90% of Pinewood teachers felt that interactions between students and adults at school are respectful, 97% feel Pinewood is a good place to teach and learn, 97% feel school leaders promote a safe and productive learning environment, and 90% feel students can achieve the academic standards for their grade level. In order to create this environment, Pinewood utilizes PBIS. PBIS involves not just students and faculty but also community. Teachers provide classroom PBIS incentives and the PBIS team organizes a variety of school wide rewards including a quarterly PAW Store, lunch rewards, and special events. Community partners and parent volunteers support these events. According to the Youth Truth Student Survey 77% of students felt their teacher treated them with respect, 77% think their teacher cares about them, 65% feel like they learn a lot in class, and 93% feel their teacher wants them to do their best. This is a reflection of PBIS, Conscious Discipline (social emotional program), and guidance counselor groups. The Youth Truth survey showed that only 19% of our students felt that their class stayed busy and did not waste time. We feel that focusing on standards aligned instruction with the instructional practice of consistently following the ELA and math programs pacing and timing would positively increase

this percentage. The data also shows that only 13% felt that students behave well “very often.” Putting a more prominent focus on PBIS this year will help to increase positive student behavior. In the BPS Parent survey parents asked that staff “communicate more and address student behaviors more consistently.” This data is additional evidence for the need to strengthen our PBIS program.

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

- SAC- Open to all members of the community; gives members a voice and influence over the direction of the school
- Staff- communicate high expectations for all students
- Teachers- communicate high expectations for all students; communicate student progress to parents; provide high quality instruction
- School Technology Specialist- provide technology support to teachers and staff and social media presence online
- Administration- ensure that teachers and staff have resources, training, and ongoing support needed; provide frequent, constructive feedback; provide an open door policy to all teachers and staff
- Students- respect school and classroom rules and procedures; put best effort into all classwork
- Parents- ensure students attend schools and arrive on time; support learning at home, communicate with staff and teachers
- Volunteers- provide time and resources to teachers and staff for projects and events
- Community Partners- provide personnel and/or monetary support to various events, projects, and classrooms

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
Total:			\$0.00