

# Pinewood School Improvement Plan



**Problem Statement:** At Pinewood School, 48.6% of our students are not currently reading on grade level and 50.5 % are below grade level in math.

**Root Causes:** Teachers are carrying the cognitive load; students are not taking ownership of learning or independent tasks.

**Goal 1:** By spring 2026 we will increase the number of 3-5 students on or above grade level according to NSCAS ELA from 50.5% to 63.8%. By spring 2026 we will increase the number of 3-5 students on or above grade level according to NSCAS Math from 47.7% to 55%.

<b>Strategy:</b> What will we focus on to achieve our goal-our commitments?	<b>Actions:</b> To do list: things we need to do to implement our strategies (Lead with a verb)	<b>Success Criteria:</b> What are we expecting to see and hear from the leadership team and teachers?	<b>Progress/Outcomes</b> What evidence will we use to monitor student progress?  When and with what frequency will we monitor the data?		<b>Professional Development:</b> What will you teach to support effective strategy implementation?  <b>Budget Planning</b>
Gradual Release of Instruction	Plan for instruction using gradual release with checks for understanding <ul style="list-style-type: none"> <li>Examine standards covered in module/topic</li> <li>Analyze assessments to identify difficult tasks and where they are covered</li> <li>Use PDCA cycle to check student success on identified tasks and highlight new areas of learning</li> </ul>	Professional development through PLC's and staff meetings Gradual Release of Instruction is evident in plans and in coaching visits Coaching notes reflect checks for understanding and high engagement PLC notes reflect teachers bringing data to meetings to check progress toward goals and adjusting plans for next steps	School Wide	MAP Growth and spring NSCAS (3x per year)	Gradual Release of Instruction (modeled, shared, guided, independent) Checks for Understanding Standards and Depth of Knowledge PLC structure and protocols (student work analysis) OPS Literacy Strategies
			Grade Level	Weekly/Module HMH Assessmts Structured Lit Inventories (4x per year)  Math Topic Assessments (4x per year)	
			Collaborative Team	PLC Notes and plan adjustment (2x per quarter)	
K-2 Structured Literacy/	Purposeful planning for direct instruction	Professional development through PLC's and staff meetings	School Wide	MAP Growth and spring NSCAS (3x per year)	Engagement Strategies (prewriting) Scaffolding RACE(S) strategy

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<p>3-5 Use complex text to construct oral and written arguments</p>	<p>Assignment of independent written grade level tasks (with evidence of teacher modeling) Use RACES strategy with students</p>	<p>Lesson plans and instruction reflect fidelity with district pacing guides and HQIM Coaching notes and observations show teachers modeling independent grade level written tasks and students working independently on written responses Professional development on engagement strategies before writing (PreK-2) and RACE(S) (3-5)</p>	<p>Grade Level</p>	<p>Weekly/Module HMH Assessmts Structured Lit Inventories (4x per year)</p> <p>Math Topic Assessments (4x per year)</p>	<p>Progress Monitoring Goal setting and tracking</p>
<p>Progress Monitoring by students and staff</p>	<p>Create and maintain tracking systems for weekly/module/topic assessments, electronic app usage, MAP (by grade level)</p> <ul style="list-style-type: none"> <li>• K-1 students are involved</li> <li>• 2-5 students have responsibility for tracking some data</li> </ul>	<p>Teachers create and facilitate maintenance of student data folders (students begin to track their own data at 2<sup>nd</sup> and beyond) for class progress and individual students</p>	<p>Collaborative Team</p>	<p>PLC Notes and plan adjustment (2x per quarter)</p>	
			<p>School Wide</p>	<p>MAP Growth and spring NSCAS (3x per year)</p>	
			<p>Grade Level</p>	<p>Weekly/Module HMH Assessmts Structured Lit Inventories (4x per year) Math Topic Assessments (4x per year) Amira/Lexia/ Successmaker data (weekly)</p>	

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Collaborative Team	Data folders
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**Problem Statement:** At Pinewood School, 55% of our AA students are not currently reading on grade level.

**Root Causes:** Teachers are carrying the cognitive load; students are not taking ownership of learning or independent tasks.

**Goal 2:** By spring 2026 we will increase the number of 3-5 students on or above grade level according to NSCAS ELA from 50.5% to 63.8%. By spring 2026 we will increase the number of 3-5 students on or above grade level according to NSCAS Math from 47.7% to 55%. By spring 2026, 55% of our students will be at or above grade level in Math.

<p><b>Strategy:</b> What will we focus on to achieve our goal-our commitments?</p>	<p><b>Actions:</b> To do list: things we need to do to implement our strategies (Lead with a verb)</p>	<p><b>Success Criteria:</b> What are we expecting to see and hear from the leadership team and teachers?</p>	<p><b>Progress/Outcomes</b> What evidence will we use to monitor student progress?  When and with what frequency will we monitor the data?  LINK to monitoring sheet within each Toolkit Here</p>		<p><b>Professional Development:</b> What will you teach to support effective strategy implementation?  LINK to annual professional learning plan Here</p>
<p>Gradual Release of Instruction</p>	<p>Plan for instruction using gradual release with checks for understanding</p> <ul style="list-style-type: none"> <li>Examine standards covered in module/topic</li> <li>Analyze assessments to identify difficult tasks and where they are covered</li> <li>Use PDCA cycle to check student success on identified tasks and highlight new areas of learning</li> </ul>	<p>Professional development through PLC's and staff meetings Gradual Release of Instruction is evident in plans and in coaching visits Coaching notes reflect checks for understanding and high engagement PLC notes reflect teachers bringing data to meetings to check progress toward goals and adjusting plans for next steps</p>	<p>School Wide</p>	<p>MAP Growth and spring NSCAS (3x per year)</p>	<p>Gradual Release of Instruction (modeled, shared, guided, independent) Checks for Understanding Standards and Depth of Knowledge PLC structure and protocols (student work analysis) OPS Literacy Strategies</p>
<p>Grade Level</p>	<p>Weekly/Module HMH Assessmts Structured Lit Inventories (4x per year) Math Topic Assessments (4x per year)</p>				
<p>Collaborative Team</p>	<p>PLC Notes and plan adjustment (2x per quarter)</p>				

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<p>K-2 Structured Literacy/ 3-5 Use complex text to construct oral and written arguments</p>	<p>Purposeful planning for direct instruction Assignment of independent written grade level tasks (with evidence of teacher modeling) Use RACES strategy with students</p>	<p>Professional development through PLC's and staff meetings Lesson plans and instruction reflect fidelity with district pacing guides and HQIM Coaching notes and observations show teachers modeling independent grade level written tasks and students working independently on written responses Professional development on engagement strategies before writing (PreK-2) and RACE(S) (3-5)</p>	<p>School Wide</p>	<p>MAP Growth and spring NSCAS (3x per year)</p>	
<p>Progress Monitoring by students and staff</p>	<p>Create and maintain systems for tracking weekly/module/topic assessments, electronic app usage, MAP (by grade level)</p> <ul style="list-style-type: none"> <li>• K-1 students are involved</li> <li>• 2-5 students responsibility for tracking some data</li> </ul>	<p>Teachers create and facilitate maintenance of student data folders (students begin to track their own data at 2<sup>nd</sup> and beyond) for class progress and individual students</p>	<p>Grade Level</p>	<p>Weekly/Module HMH Assessmts Structured Lit Inventories (4x per year)  Math Topic Assessments (4x per year)</p>	
			<p>Collaborative Team</p>	<p>Coaching and observation notes</p>	

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**Problem Statement:** At Pinewood, 15.86% of students fall in the chronically absent category.

**Root Causes:** We need to do more earlier to educate families about the importance of attending school on time.

**Goal 3:** By May 2026, we will decrease the number of students in the chronically absent category from 15.86 to 15.0

<b>Strategy:</b> What will we focus on to achieve our goal-our commitments?	<b>Actions:</b> To do list: things we need to do to implement our strategies (Lead with a verb)	<b>Success Criteria:</b> What are we expecting to see and hear from the leadership team and teachers?	<b>Progress/Outcomes</b> What evidence will we use to monitor student progress?  When and with what frequency will we monitor the data?  LINK to monitoring sheet within each Toolkit Here		<b>Professional Development:</b> What will you teach to support effective strategy implementation?  LINK to annual professional learning plan Here
Parent awareness and involvement	Build positive relationships with students and families Welcoming and reminding students of importance of being at school on time every day Staff engages individually with students with a history of high absenteeism Counselor checks in with targeted students from prior year during first month of school Recognition and awards for quarterly attendance Monthly articles in school newsletter	Pinewood newsletter articles Clear communication with families re attendance Intentional positive interactions with selected students Quarterly recognition of students	School Wide	Attendance dashboard, IC parent contact log (weekly)	
			Grade Level		
			Collaborative Team	Attendance dashboard, IC parent contact log (weekly)	

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Weekly attendance meeting and data tracking	Hold weekly attendance meetings with Principal, SSL, Secretary, counselor	Counselor will make phone call to students with a history of chronic absences/tardies when a negative pattern is noticed. Attendance data shared with staff	School Wide	Attendance dashboard (weekly)	Morning meeting PD 8/9/2025
			Grade Level		
SSL one on one meetings with targeted students	SSL will meet weekly with targeted students to goal set and reinforce importance of on time daily attendance	Identified students will participate in weekly meetings; on time daily attendance will increase	Collaborative Team	Weekly meetings	
			Attendance team	Attendance dashboard (weekly)	
Morning meetings in each classroom	Each classroom with start the day with a Morning meeting including greeting, question, and activity	Students will participate daily in the greeting, question, and activity fostering a sense of belonging in their classroom	Schoolwide	Attendance dashboard (weekly)	
			Grade level	Morning meeting activities (PLC checks 4x per year)	