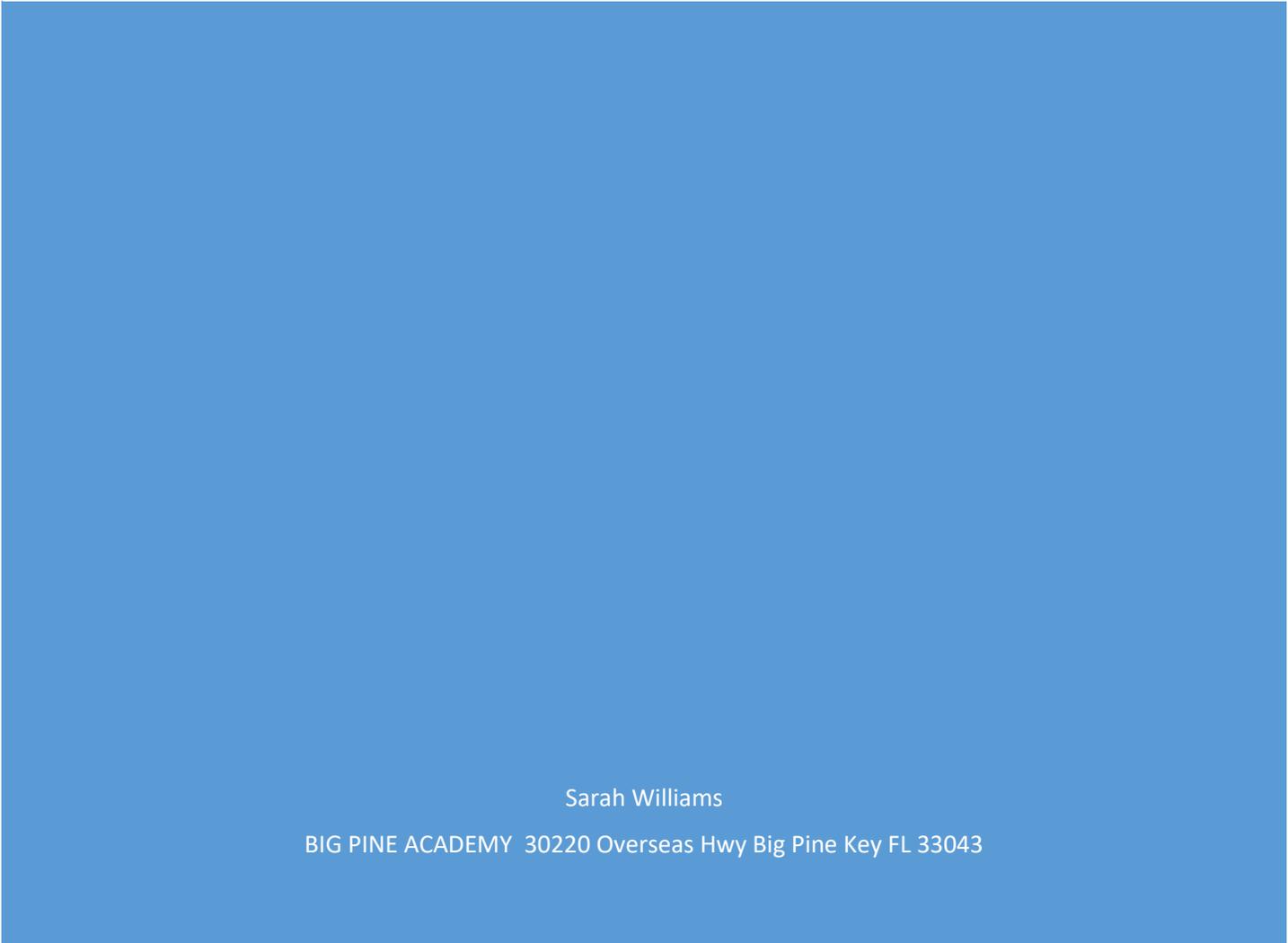




BIG PINE ACADEMY SCHOOLWIDE IMPROVEMENT PLAN 2021-2022

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I. School Information

A. School Mission and Vision

1. Our school empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being.
2. Our vision is to empower student to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the global world and practice the core value of the school: respect, tolerance & inclusion, and excellence.

B. School Leadership Team

1. Membership

- a. Sarah Williams, Principal
- b. Leah Scarborough, Teacher
- c. Trina Rodriguez, Teacher PreK
- d. Sylvia Palma, Administrative Support
- e. Amy Zimmerman, Other

C. Demographic Information

1. Number of teachers with a 2019 rating of highly effective: 5
2. Total number of teacher positions allocated to the school: 9
3. Total number of students enrolled at the school: 98
4. Identify the number of instructional staff who left the school during the 2020-2021 school year. 3
5. Identify the number of instructional staff who joined the school during the 2021-2022 school year. 2

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6. Demographic Data

- a. 2021-2022 Status Active
- b. School Type and Grades Served Elementary School PK-5
- c. Primary Service Type K-12 General Education
- d. School Grades History

2019-20: B (58%)	Opted out of grade
2018-19: A (79%)	2017-18:A(72%)
2016-17: A (66%)	2015-16: A (65%)

II. Needs Assessment/Analysis

1. 2021-2022

- a. 3 Year demographic comparison of targeted subgroups (% of total student population)

	2019	2020	2021
ELL	4%	5%	15%
ESE	19%	17%	11%

- b. Number of student by grade level that have attended more than 2 schools since 2019 and have no current comparable assessment data entering Big Pine Academy in 2021-22

K	1 st	2 nd	3 rd	4 th	5 th
NA/19	7/19	5/20	4/15	4/12	2/13

22% of the total student population has no current school assessment records upon enrollment

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- c. Percentage of students by grade level that in the first STAR Reading assessment of 2021-22 are 2 or more grade levels behind

K	1 st	2 nd	3 rd	4 th	5 th
n/a	42%	30%	26%	50%	38%

- d. Analysis

1. Trends:

The ELL population of Big Pine Academy has tripled in the last 3 years, rising from 4% in 2019 to 15% in 2021. Of the 2021 ELL population at Big Pine Academy, 8% have entered the United States within the last 12 months.

The number of students receiving Exceptional Student Education services has declined in recent years, from 19% in 2019 to 11% in 2021.

On average, each grade level has 22% of students that have attended more than two schools in the last 3 years (in grades 3-5) or had no current school records (in grades 1-2).

2. Greatest need for improvement:

Reading proficiency in grades K-5, reading fundamentals for ELL students, reading remediation for students that are below grade level, multi-tiered systems of support for students that have not been identified with a specific learning disability and are not receiving ESE services

3. Contributing factors / new action

Big Pine Academy's student demographics have significantly changed since the onset of COVID-19. Many families have relocated due to the negative impact of the pandemic. During this time, students attended multi schools

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for short periods of time, were ineffectively homeschooled, or did not receive any formal education. Since Big Pine Academy has been able to operate safely and in good health, the first plan of action is to reintroduce the students and families to a school community that is dedicated to meeting their academic needs and making their success in education a priority as they recover from the setbacks of the past 2 years.

For the students that have been at Big Pine Academy for three or more years, 2021-22 will be the year that we shift our goal and mindsets from surviving to thriving. In addition, the uninterrupted time requirements to provide students with multi-tiered systems of support have been difficult with school closures and family relocations. Many students in the higher grades have not been in a formal setting for a long enough period of time to collect the amount of data needed and administer interventions to foster progression. As a result, students that may need services have not yet been identified.

4. Strategies to accelerate learning: Data Driven Decision Making
 - a. Screening assessments to obtain relevant data on the current students of Big Pine Academy
 - b. School based leadership team meetings to review the data and identify the students that are in greatest need
 - c. Professional learning communities meet to adjust curriculum maps and learning gain goals based on student needs and current data. Begin MTSS immediately for targeted students.

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- d. Administrative adjustments with staffing to ensure that the highest qualified teachers are spending the most time with the highest need students
- e. First through 5th grade reading and math remediation for all students, minimum of 45 minutes a day, 4 days a week.

5. Additional services

- a. A certified k-6 ESOL teacher will serve as a full time family liaison and additional resource teacher for all ELL students.
- b. Reading and math remediation will be presented daily in specials such as Art/Music and Technology
- c. Additional paraprofessionals will be available to ensure differentiation through small group instruction in the classroom
- d. Third through 5th grade will use more portfolio based assessments for students to build from their individual achievement level

III. Planning for Improvement

A. Areas of Focus

- 1. Reading and math proficiency in grades 3-5
- 2. Reading and math fundamentals in grades k-2
- 3. School health

B. Additional Schoolwide Improvement Priorities

Big Pine Academy has little to no discipline data that goes beyond the classroom behavior management plans in each class. In the past year, weekly counseling has been offered through the Guidance Care Center to provide assistance to students that have emotional and behavioral concerns that could impact their health and learning.

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Personal health and safety lessons are taught and practiced in grades k-5. The onsite counselor meets monthly with teachers to discuss specific needs and implement research based strategies to improve students' mental health and emotional well-being. The iReady computer based program with online assessment and instruction helps teachers provide all students a path to proficiency and growth in reading and mathematics. Big Pine Academy currently has enough licenses to provide all 1st through 5th graders iReady instruction in reading and math. This will help with progress monitoring and providing intervention necessary for MTSS.

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.

Big Pine Academy proudly partners with the Early Learning Coalition of Miami, BPA School Advisory Council, and an active board of directors to build a positive school culture and environment.

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