

District School Board of Madison County

Pinetta Elementary School



2015-16 School Improvement Plan

Pinetta Elementary School

135 NE EMPRESS TREE AVE, Pinetta, FL 32350

<http://pes.madison.k12.fl.us/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	61%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	26%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Madison County School Board on 12/1/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To achieve our vision, we will prepare our students to become independent learners with the desires, the skills, and, the abilities necessary for lifelong learning. This will require creating a learning environment which is centered around students, directed by teachers, and supported by home and community.

Provide the school's vision statement

Children are our future. We are dedicated to their success and to prepare students for college, career, and community (civic) life in the 21st century. Everything we do is aimed at ensuring that students graduate, and upon graduation are ready to thrive in the next steps of their lives

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Students and parents are invited to an Open House/ Meet and greet your teacher night prior to the start of school. Teachers hold parent conferences as needed throughout the year. Students have the same teaching team for 4th and 5th grades. This creates a relationship between teachers and students that helps in academic and emotional growth of our students. Teachers contact the parents periodically to make them aware of the good things that their child is doing at school. This builds a positive relationship with the student and parents. In addition, our school in be incorporating Academic Parent Teacher Conferences in order to enlighten the parents on what the students are learning in school. We will review data with the parents throughout the school year.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Expectations for student behaviors are taught at the beginning of the year that were established by our Positive Behavior Team. These expectations are reinforced constantly throughout the school year. Expectations are reviewed throughout the school year through the PBS team. Students are greeted by the Principal and teachers every morning on either the sidewalk or as they enter the buildings. Problems or disputes between students are handled quickly and fairly with all parties present. Students are never degraded or belittled. Positive reinforcements are used by all staff as often as can be. Parents and students are both furnished with a survey about school safety and culture.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Pinetta Elementary School implements PBS(Positive Behavior Support) for the students in grades Pre-K through 5th grade. The school has a PBS team that was trained during the summer in order to implement the program with fidelity. They developed school wide expectations for specific locations. The expectations were clearly taught to the students and will continue to be reinforced. Posters were placed around the school to remind students of what each area should look and sound like. Students

earn Indian Pride Tickets that are used for various weekly, 9 weeks, and end of year drawings. In addition, a student of the month is chosen from each classroom and is spotlighted on the school bulletin board and the school website. Students receive brag tags for various awards. In addition, motivation charts are placed throughout the school. We are also using a new reward system to target students that are bringing up their grades (BUG Roll). Pinetta Elementary School will be holding monthly PBS meetings to review student data and make academic and behavioral decisions.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Pinetta Elementary school holds frequent meetings and conferenced to support the MTSS (Multi-Tiered System of Supports) requirements and strategies. They work in collaboration with the district school board office to provide monitored efforts to ensure each child receives the necessary supports and interventions, whether it be for academic or behavioral needs. The MTSS monitors the students closely and allocates appropriate resources based on student needs. They provide additional instructional time depending on the tier in which the student is listed. If counseling or mentoring is needed, services are contracted through area therapy services and local mentors throughout the community.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Pinetta Elementary School uses the computer program FOCUS to disaggregate data and make staff aware of indicators such as attendance, grades, and discipline. Progress reports are reviewed at mid term by the principal to make aware those students that are struggling. In addition, advanced reports are generated through FOCUS in order to view students that have D/F's as well as more than 3 absences or tardies. The school also uses Performance Matters to track data from standardized testing, standards, and progress monitoring. Students that show indicators of not making adequate progress are brought before the school intervention team for further assessment.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	7	7	1	3	2	3	23
One or more suspensions	0	0	0	0	0	1	1
Course failure in ELA or Math	2	3	1	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level		Total
	1		
Students exhibiting two or more indicators	1		1

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Pinetta monitors data daily, weekly, and monthly in order to make them aware of students that are needing additional instruction/interventions. FOCUS is used to create reports for attendance, grades, and behavior. If a student misses 2 consecutive days, the teacher will call to check on the students. If the attendance does not improve, then the school principal calls the parent to express concerns for the student following behind or remind them to bring a doctors excuse upon returning to school. Data is reviewed by the teachers on a bi-weekly basis. The principal and/or curriculum coordinator schedules a monthly review of data with the teachers during their planning time. In addition, teachers are implementing monthly data chats with the students to review i-ready results, AR points/percentages, weekly core assessments, and progress toward mastering Florida standards. Students receive differentiated instruction daily in small groups, as well as tutoring when available. Students were given an opportunity to work on iready as their core+1 support for technology. Supplemental instructional materials were used with these students based on student needs.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Pinetta Elementary School believes in involving parents in all aspect of school life. The Parent/Teacher Organization (PTO) holds monthly meetings and all parents are invited to attend. During this time we also hold our SAC meetings and the Title I parent liaison presents helpful information for parents to help their students. During the first PTO meeting of the year, we hold our Title I Annual meeting. PTO also sponsors monthly Family programs at P.E.S. These include muffins with mom, donuts with dad, breakfast with grandparents, family talent show, family dance, family basketball game, etc. At the beginning of the school term P.E.S. holds an open house for its parents to come and meet the teachers and ask any questions they may have concerning the school year. Grade level parent meetings are held in October to introduce parents to the expectations of the school, district, and state, as well as exposure to the new Florida State Assessments and Standards.

Teachers hold parent conferences at various times during the day (before school, during school, and after school) to accommodate parent's schedule. Parent data chats are scheduled at least once during the school year in order to review student current and past data. PTO also purchases each student a Teacher/Parent/Student Communication planner.

A school website is used to relay important dates, events, and happenings at the school, as well as in the district. Parents have access via the internet. Parents can use a computer in the the front office that is set up for parents, if a computer at home is not available.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Various community organizations help Pinetta Elementary in supporting student achievement. Pinetta Market provides monthly ice cream rewards for the students of the month. The schools PTO provides incentives for accomplishments for student reading goals such as book club pizza parties and end of the nine weeks Indian Pride rewards (Pow Wow prizes). In addition, local churches assist with student rewards for great behavior by providing lunch during an end of year rewards day. The local fire department also helps with the end of the year rewards day by providing fire trucks/water. Another huge support system is the Madison County Foundations for Educational Excellence(MCFEE). This foundation is supported by local donors which provides mini grants to teachers that will enable them to purchase needed materials for their classrooms that should increase student's achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Moore, Beth	Principal
Kauffman, Paula	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

It is the school-based leadership teams responsibilities to oversee and monitor the Rtl decisions made by teachers, making sure the teachers are using the most up to date monitoring assessment data to drive their instructional decision. It is also the teams responsibility to make sure the teachers have the necessary professional development, time, materials, and resources to carry out Rtl with students who require specific skill instruction. The team will make time a priority for teachers to collaborate with each other to problem solve, share effective practices, evaluate implementation, make decisions, practice new processes and skills, and make decisions about implementation.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Principal, Beth Moore, will provide a common vision for the use of data-based decision making at Pinetta Elementary. She will ensure that the school-based team is implementing Rtl, conducts assessments of the Rtl skills, ensures the implementation of interventions and supports it with the necessary documentation. Mrs. Moore will also ensure there is adequate professional development to support the Rtl implementation, time for teachers to meet and discuss students with specific skill interventions, and she will be able to communicate to parents what the school based Rtl plans are and the the activities it may entail.

Paula Kauffman, is the combined Curriculum Coordinator, instructional Coach, and serves as the MTSS coordinator at Pinetta Elementary. Mrs. Kauffman will identify systematic patterns of the students needs. She will also work with district personnel to identify appropriate evidence-based interventions and strategies; assist with whole school screening programs that provided early intervening services for children considered "at risk"; assist in monitoring "at risk" students by collecting and analyzing data; and provide support for assessment and implementation or monitoring.

Teachers will provide information to school/district based leaders about the Core instruction (what works and what doesn't?) They will collect and analyze their data, with the support of their principal and academic coach. Teachers will be responsible for writing academic plans, which include Tier II and III strategies. They will then keep the necessary documentation to determine how useful interventions have been.

As funds are available, we will provide services to ensure students gain additional remediation. The district coordinates with Title II in ensuring staff development needs are provided. Pact C funds provide for a migrant recruiter who then provides services to migrant families. These funds provide interpreters and translators for parents and communications. Funds are used to purchase i-ready licenses and provide professional development for teachers. Title X funds are provided through the district to provide students in transition with materials, supplies, uniforms, and home visits. Reading Allocation funds will be combined with Title 1 funds to provide summer school for level 1 readers in the third grade. These funds are also used to supplement teachers' salaries and supplemental educational materials in both reading and math.

Olweus Bullying Curriculum and Positive Action curriculum was purchased in the past through Safe Schools/Healthy Students Federal Grant and can be used in our classrooms as our violence prevention programs. USDA/DOE National School Breakfast and Lunch program provides free breakfast and lunch for all students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Beth Moore	Principal
Paula Kauffman	Education Support Employee
Samantha Fletcher	Teacher
Jerry Borgert	Business/Community
Darla Carver	Parent
Tresca Alexander	Parent
Amber Justice	Parent
Dana Williams	Parent
Ashley Ethridge	Parent
Jennifer Miller	Parent
Kim Borgert	Parent
Missy French	Parent
Tammy Kemp	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

All members of the SAC team reviewed the SIP and provided feedback to leadership team on the effectiveness of last year's plan. Most seem to think the plan was effective in its mission.

Development of this school improvement plan

All members of SAC committee are sent formal invitation to all SIP meetings. The members take an active roll in brainstorming ideas on how to spend school improvement funds, how to increase parent involvement, how to better reach out to the community, and/or anything else that will make Pinetta Elementary School more successful.

Preparation of the school's annual budget and plan

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Our school improvement funds are used for student recognition (trophies, awards, t-shirts) at the end of the year. (\$1,000+)

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Kauffman, Paula	Instructional Coach
Moore, Beth	Principal
Minor, Christi	Teacher, K-12
Burnett, Autumn	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT this year is to continue to use the data to drive the instruction in Reading, Math, Science and Language Arts. District wide AR incentives are implemented to encourage children/students to grasp a love of reading. Motivation charts are used throughout the school to track and encourage student reading. Students are recognized through out the school for their reading accomplishments during 9 weeks recognition programs. Students earn brag tags for meeting their reading goals each 9 weeks. In addition, the reading teacher for grades 3rd-5th implements a Book Club that encourages students to get involved in reading. They have a celebration after each chapter book to conduct a literacy review and book study. Students are learning that reading can enrich their vocabulary and overall literacy skills. We have also incorporated an extended literacy block in order to integrate science, social studies, and math into the literacy block. A scheduled time has been placed into the master schedule to allow teachers a designated time to do reading interventions. Our teachers plan various activities based around particular novels such as Teddy Bodine.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Grade level teams meet weekly to plan instruction for the upcoming week. They review Florida Standards, data, and student needs to inform the instruction in reading, math, science, and social studies. Grade levels are provided a common planning time daily in order to encourage a positive, collaborative working relationship. The teachers meet together with teams every three weeks to review data and make additional instructional decisions.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The principal, Beth Moore, makes a daily walk through to address the needs of her students, faculty and staff. By doing so, she provides a level of support to her school, and staff, that is conducive to the success of retaining new teachers. When additional staff is needed, the district advertised for the vacant position and applications are reviewed.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Madison County School District pairs new teachers with veteran teachers within the school. The teachers meet on a weekly basis to review lesson plans, assignments, and address any concerns either teacher may have. Teachers are paired by their grade level as often as possible. A mentor is provided to beginning teachers in order to develop and retain them as a highly qualified teacher. They attend a district monthly "Start with Success" meeting that provides them various modules to ensure they are being provided the necessary support.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

District wide curriculum maps are used to guide the instruction. They are aligned to the core reading(Journeys), math(Go Math), and science(Fusions) curriculums, as well as the Florida Standards. Professional Development is provided for the core programs through out the school year. Daily classroom walkthroughs by the principal and/or curriculum coordinator/instructional coach ensure that the programs are being implemented with fidelity. Both have been trained along with the teachers in order to provide reliable information. Grades K-3 are self contained and provide integrated literacy across the curriculum. Data is reviewed every three weeks by the teachers to insure student success and mastery. The data reviews also provide pertinent information to drive the instruction for small groups. A copy of the Florida Standards are provided to the teachers so they can make sure the core and supplemental materials are aligned.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers disaggregate student/class data from teacher observations, informal weekly assessments, i-ready (core +1 computer program) results in order to drive differentiated instruction. The i-ready program is a differentiated program that uses baseline data to place the students at appropriate levels. Teachers can go in to assign students additional tasks/domains as the need arises. Progress Monitoring is conducted throughout the school year to determine if the instruction is meeting the

student's needs. Small group instruction is implemented through centers/stations that provide differentiated lessons based on the students identified needs. These groups are flexible and change as students master skills or additional skills are identified. In addition, a separate intervention time is scheduled in the day for students that are identified as having difficult attaining proficient levels. Depending on the needs, students are provided extra time with the teacher or support person to practice deficient skills.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

Boys and Girls Club provides the opportunity for the Pinetta Elementary School students to participate in extension of iready technology, homework help, art and crafts, as well as physical activity. A certified teacher is on hand to provide instruction for the iready program and homework help.

Strategy Rationale

By providing this extended time to our students, they will gain additional support for academic areas.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Moore, Beth, beth.moore@madison.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers will monitor iready data to assess progress.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Pinetta offers Prekindergarten to children with the presence of a disability and VPK (Voluntary Prekindergarten Education Program) to slots that have not been filled with prekindergarten disabled students. The goal of the Prekindergarten program is to offer children the opportunity to perform better in school throughout life. The curriculum is developmentally appropriate and it focuses on early literacy skills to prepare students to be ready for kindergarten and the standards adopted by the state of Florida. At the end of the Prekindergarten year, each student will be given the Dial-R to monitor the progress made throughout the year.

Before school starts every year, Pinetta Elementary offers an Open House for students and their parents. This gives both the parents and the students an opportunity to get familiar with the kindergarten surroundings, as well as an opportunity to meet their teacher.

The first 30 days of school, teachers will administer the FLKRS (Florida Kindergarten Readiness Screener) to all kindergarten students whom were not retained the year prior. This screener will let

the teachers know which students are ready or, are not ready to assume the responsibilities of a Kindergarten student. The WWS (Word Sampling System) is also given to the kindergarten students to identify possible students at risk.

Our 5th grade students participate in 6th grade/Middle School orientation at Madison County Central. This gives them and their parents the opportunity to see what type of electives and courses are available. It also gives the students an awareness of the building and routines that the 6th graders will become accustomed to.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

We do not have any career and technical education programs at PES

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Pinetta Elementary School will have a career awareness day during the 2015-2016 school year. We will invite an array of different professionals in order to expose our students to possible career options for their future.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Pinetta Elementary School promotes awareness of postsecondary options and steps toward achieving their academic/career goals.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** In the 2015-2016 school year, PES will score at or above the state average on the Math Florida Standards Assessment.
- G2.** In the 2015-16 school year, PES will score at or above the state average on the FCAT Science Next Generation Sunshine State Standards Assessment.
- G3.** In the 2015-16 school year, PES will score at or above the state average on the ELA Florida Standards Assessment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. In the 2015-2016 school year, PES will score at or above the state average on the Math Florida Standards Assessment. 1a

G071543

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	60.0

Resources Available to Support the Goal 2

- PES will use Go Math! as the core curriculum for math, which will be used on a daily basis.
- Students at PES will gain additional math instruction through the use of the core+1 computer program, I-ready.
- District of Madison County Baseline Assessment and progress monitoring

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of the new Math Florida Standards Assessment.

Plan to Monitor Progress Toward G1. 8

Progress monitoring data from I-ready will be disaggregated with teachers and students in order to focus instruction on the progress of mastery of the state math standards.

Person Responsible

Beth Moore

Schedule

Monthly, from 9/21/2015 to 5/27/2016

Evidence of Completion

I-ready progress monitoring data from "Response to Intervention Report" will be pulled from the class and student profile. In addition, core Go Math online Benchmarks and End of Year assessments will be reviewed for effectiveness of instruction, as well as district provided baseline and end of year testing.

G2. In the 2015-16 school year, PES will score at or above the state average on the FCAT Science Next Generation Sunshine State Standards Assessment. 1a

G071544

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Fusions / Houghton Mifflin Harcourt/Thinkcentral
- AIMS
- Picture Perfect Science/More Picture Perfect Science
- WeatherStem
- Study Island
- District STEM coordinator

Targeted Barriers to Achieving the Goal 3

- Lack of science exposure in previous grades

Plan to Monitor Progress Toward G2. 8

Students will be given classroom science assessments as the core programs scope and sequence suggest to monitor their progression of mastery of science standards.

Person Responsible

Beth Moore

Schedule

Weekly, from 9/28/2015 to 5/20/2016

Evidence of Completion

Individual student data from these assessments will be used to drive instruction and provide intense remediation of deficient skills. Fusion science grades will be reviewed in FOCUS. Progression reports will be generated from Study Island for the 5th graders.

G3. In the 2015-16 school year, PES will score at or above the state average on the ELA Florida Standards Assessment. 1a

G071545

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	65.0

Resources Available to Support the Goal 2

- The ELA core reading program, Journeys, will be implemented daily.
- Writing journals for every child and every subject- students will write across the curriculum by utilizing writing journals in each of the subject areas, which include; Science/Social Studies, Math and Reading. As well as writing to text with the use of grade level rubrics. Students will also use interactive notebooks for various subjects.
- Teachers will make effective use of the iReady diagnostic and instruction computer program and the i-Ready paper based materials/online teacher toolbox. Ready workbooks will focus on specific skills.
- Professional development in the area of Webb's Depth of Knowledge
- Teachers will use core novels and novel studies during ELA classes.
- Students will read for enjoyment and use Accelerated Reader program for extra incentives.
- Text Dependent Writing assessments and rubrics
- Text sets in order to integrate Social Studies and Science into the literacy block
- Accelerated Reader implemented school wide with individual goals set for each student. AR data walls to track progress toward goals.
- Interactive Notebooks

Targeted Barriers to Achieving the Goal 3

- Lack of student interest and enthusiasm in reading. Students come unmotivated and unwilling to work. They do not want to exert the energy it requires to think and work to their potential.
- Lack of student interest in reading for enjoyment/pleasure.

Plan to Monitor Progress Toward G3. 8

I-ready progress monitoring data will be disaggregated by the teachers and administration during data chats in order to track progression of the mastery of Florida ELA standards.

Person Responsible

Beth Moore

Schedule

Monthly, from 9/14/2015 to 5/20/2016

Evidence of Completion

Teacher sign in sheets will be collected and reflections will be completed for assigned students.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. In the 2015-2016 school year, PES will score at or above the state average on the Math Florida Standards Assessment. **1**

 G071543

G1.B2 Lack of knowledge of the new Math Florida Standards Assessment. **2**

 B186468

G1.B2.S1 Professional Development based around the Math Florida Standards Assessment. **4**

 S197866

Strategy Rationale

By the teachers and students gaining more knowledge of the upcoming assessment, they will be able to prepare and be successful during testing time.

Action Step 1 **5**

Pinetta Elementary teachers will be provided professional development through the use of the FSassessments.org website.

Person Responsible

Paula Kauffman

Schedule

On 10/30/2015

Evidence of Completion

Paula Kauffman will collect the teacher sign in sheet to record professional development points.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Teachers will plan weekly lessons based around the district curriculum maps and Math Florida Standards.

Person Responsible

Beth Moore

Schedule

Weekly, from 9/21/2015 to 5/27/2016

Evidence of Completion

Classroom walk-thrus will be conducted on a weekly basis, as well as monthly classroom walk-thrus documented in Teachscape. In addition, a review of lesson plans for implementation of strategies to strengthen students knowledge and exposure to sample test items that they will encounter on the MFAS will be conducted.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Data chats will be conducted with teachers by the administration in order to identify areas of weaknesses and strengths.

Person Responsible

Beth Moore

Schedule

Monthly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Teachers will complete sign in sheets for the data chats, as well as to provide a reflection of the data chat.

G1.B2.S2 Parent Workshop in order to make parents aware of the expectations of the new Math Florida Standards Assessment. 4

S197867

Strategy Rationale

The parents will be more active in helping to prepare their child for the assessment.

Action Step 1 5

A parent workshop will be help to introduce all stakeholders to the new Math Florida Standards Assessment.

Person Responsible

Beth Moore

Schedule

On 10/28/2015

Evidence of Completion

A parent sign in sheet will be collected, as well as an agenda will be distributed.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

A parent survey will be distributed following the presentation to allow parent feedback and additional support.

Person Responsible

Beth Moore

Schedule

On 10/27/2015

Evidence of Completion

The parent surveys will be collected and reviewed by administration and teachers.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

PES will conduct a follow-up workshop with parents to make sure they are becoming familiar with Math Florida Standards and how they will be tested.

Person Responsible

Beth Moore

Schedule

On 1/26/2016

Evidence of Completion

The school will provide an agenda and collect parent sign in sheets. Parents will have the opportunity at the workshop to log onto the FSassessments.org website to complete sample questions.

G2. In the 2015-16 school year, PES will score at or above the state average on the FCAT Science Next Generation Sunshine State Standards Assessment. 1

G071544

G2.B1 Lack of science exposure in previous grades 2

B186470

G2.B1.S1 Implement Science Fusion in all grade levels. Provide the students with weekly hands on science experiments/learning opportunities that involve the scientific method and inquiry based instruction. 4

S197868

Strategy Rationale

Through exposure to science topics, the students will gain background knowledge of expected standards.

Action Step 1 5

All teachers of science Fusion will be required to provide meaningful hands-on science experiments on a weekly basis.

Person Responsible

Beth Moore

Schedule

Weekly, from 8/31/2015 to 5/20/2016

Evidence of Completion

Madison County School District teacher evaluation system. Classroom walk throughs, and teacher lesson plans

Action Step 2 5

Teachers will incorporate the WeatherSTEM weather station information into science class.

Person Responsible

Beth Moore

Schedule

Monthly, from 10/5/2015 to 5/20/2016

Evidence of Completion

Weekly lesson plans and classroom walk throughs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The Principal will conduct classroom walk throughs using the Teachscape tool provided by the district, or district provided evaluation forms.

Person Responsible

Beth Moore

Schedule

Monthly, from 9/14/2015 to 5/20/2016

Evidence of Completion

Data will be collected using the Teachscape tool or district provided evaluation tool.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Students will be exposed to more meaningful science experiments at all grade levels

Person Responsible

Beth Moore

Schedule

Annually, from 10/5/2015 to 5/20/2016

Evidence of Completion

All students at Pinetta Elementary will participate in a school wide science fair in which they will demonstrate their knowledge of the scientific method steps through individual, small group, or class projects.

G3. In the 2015-16 school year, PES will score at or above the state average on the ELA Florida Standards Assessment. 1

G071545

G3.B2 Lack of student interest and enthusiasm in reading. Students come unmotivated and unwilling to work. They do not want to exert the energy it requires to think and work to their potential. 2

B186473

G3.B2.S1 Students will be involved in project based learning through all subject areas. Students will have the opportunity to learn about different aspects of one particular topic. They can read and learn about areas that interest them the most. 4

S197870

Strategy Rationale

By allowing students to be exposed to a variety of topics and interest through project based learning, they will have the opportunity to learn through different modalities. They will make connects to real life experiences.

Action Step 1 5

Teachers will use district curriculum maps as well as core program resources in order to design lessons that involve project based learning experiences.

Person Responsible

Paula Kauffman

Schedule

Quarterly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Lesson plans, classroom displays, classroom walkthrus

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Administrative walk thrus and lesson plan reviews will be conducted in order to monitor and support the fidelity of implementation.

Person Responsible

Beth Moore

Schedule

Monthly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Administration will review lesson plans and record walk thru data using Teachscape tool.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Administration will monitor student grades in the FOCUS gradebook program in order to prove and find evidence of implementation of the project based learning.

Person Responsible

Beth Moore


Schedule

Quarterly, from 9/28/2015 to 5/20/2016

Evidence of Completion

Teacher gradebook assignments will be viewed to see that students are being exposed and successfully completing project based learning.

G3.B4 Lack of student interest in reading for enjoyment/pleasure. 2

 B186475

G3.B4.S1 Incorporate activities based around various novel studies. 4

 S197872

Strategy Rationale

Students will become more interested in reading and participating for enjoyment when a connection is made with text to text, text to self, and text to world.

Action Step 1 5

Teachers will incorporate various activities to enhance novel studies.

Person Responsible

Paula Kauffman

Schedule

On 5/20/2016

Evidence of Completion

Lesson plans will be review and classroom walk thrus will be conducted.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Principal and curriculum coordinator will monitor effectiveness by observing and assessing student interest.

Person Responsible

Paula Kauffman

Schedule

Quarterly, from 9/21/2015 to 5/20/2016

Evidence of Completion

Lesson plans and teacher observation, as well as student informal interviews.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Increased participation with the Accelerated Reading Program.

Person Responsible

Paula Kauffman

Schedule

On 5/20/2016

Evidence of Completion

AR reports

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Pinetta Elementary teachers will be provided professional development through the use of the FSassessments.org website.	Kauffman, Paula	9/28/2015	Paula Kauffman will collect the teacher sign in sheet to record professional development points.	10/30/2015 one-time
G1.B2.S2.A1	A parent workshop will be help to introduce all stakeholders to the new Math Florida Standards Assessment.	Moore, Beth	10/27/2015	A parent sign in sheet will be collected, as well as an agenda will be distributed.	10/28/2015 one-time
G2.B1.S1.A1	All teachers of science Fusion will be required to provide meaningful hands-on science experiments on a weekly basis.	Moore, Beth	8/31/2015	Madison County School District teacher evaluation system. Classroom walk throughs, and teacher lesson plans	5/20/2016 weekly
G3.B2.S1.A1	Teachers will use district curriculum maps as well as core program resources in order to design lessons that involve project based learning experiences.	Kauffman, Paula	10/6/2014	Lesson plans, classroom displays, classroom walkthrus	5/29/2015 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B4.S1.A1	Teachers will incorporate various activities to enhance novel studies.	Kauffman, Paula	9/11/2015	Lesson plans will be review and classroom walk thrus will be conducted.	5/20/2016 one-time
G2.B1.S1.A2	Teachers will incorporate the WeatherSTEM weather station information into science class.	Moore, Beth	10/5/2015	Weekly lesson plans and classroom walk throughs	5/20/2016 monthly
G1.MA1	Progress monitoring data from I-ready will be disaggregated with teachers and students in order to focus instruction on the progress of mastery of the state math standards.	Moore, Beth	9/21/2015	I-ready progress monitoring data from "Response to Intervention Report" will be pulled from the class and student profile. In addition, core Go Math online Benchmarks and End of Year assessments will be reviewed for effectiveness of instruction, as well as district provided baseline and end of year testing.	5/27/2016 monthly
G1.B2.S1.MA1	Data chats will be conducted with teachers by the administration in order to identify areas of weaknesses and strengths.	Moore, Beth	9/14/2015	Teachers will complete sign in sheets for the data chats, as well as to provide a reflection of the data chat.	5/27/2016 monthly
G1.B2.S1.MA1	Teachers will plan weekly lessons based around the district curriculum maps and Math Florida Standards.	Moore, Beth	9/21/2015	Classroom walk-thrus will be conducted on a weekly basis, as well as monthly classroom walk-thrus documented in Teachscape. In addition, a review of lesson plans for implementation of strategies to strengthen students knowledge and exposure to sample test items that they will encounter on the MFAS will be conducted.	5/27/2016 weekly
G1.B2.S2.MA1	PES will conduct a follow-up workshop with parents to make sure they are becoming familiar with Math Florida Standards and how they will be tested.	Moore, Beth	1/26/2016	The school will provide an agenda and collect parent sign in sheets. Parents will have the opportunity at the workshop to log onto the FSassessments.org website to complete sample questions.	1/26/2016 one-time
G1.B2.S2.MA1	A parent survey will be distributed following the presentation to allow parent feedback and additional support.	Moore, Beth	10/27/2015	The parent surveys will be collected and reviewed by administration and teachers.	10/27/2015 one-time
G2.MA1	Students will be given classroom science assessments as the core programs scope and sequence suggest to monitor their progression of mastery of science standards.	Moore, Beth	9/28/2015	Individual student data from these assessments will be used to drive instruction and provide intense remediation of deficient skills. Fusion science grades will be reviewed in FOCUS. Progression reports will be generated from Study Island for the 5th graders.	5/20/2016 weekly
G2.B1.S1.MA1	Students will be exposed to more meaningful science experiments at all grade levels	Moore, Beth	10/5/2015	All students at Pinetta Elementary will participate in a school wide science fair in which they will demonstrate their knowledge of the scientific method steps through individual, small group, or class projects.	5/20/2016 annually
G2.B1.S1.MA1	The Principal will conduct classroom walk throughs using the Teachscape tool provided by the district, or district provided evaluation forms.	Moore, Beth	9/14/2015	Data will be collected using the Teachscape tool or district provided evaluation tool.	5/20/2016 monthly
G3.MA1	I-ready progress monitoring data will be disaggregated by the teachers and administration during data chats in order to track progression of the mastery of Florida ELA standards.	Moore, Beth	9/14/2015	Teacher sign in sheets will be collected and reflections will be completed for assigned students.	5/20/2016 monthly
G3.B2.S1.MA1	Administration will monitor student grades in the FOCUS gradebook program in order to prove and find	Moore, Beth	9/28/2015	Teacher gradebook assignments will be viewed to see that students are being exposed and successfully completing project based learning.	5/20/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	evidence of implementation of the project based learning.				
G3.B2.S1.MA1	Administrative walk thrus and lesson plan reviews will be conducted in order to monitor and support the fidelity of implementation.	Moore, Beth	10/20/2014	Administration will review lesson plans and record walk thru data using Teachscape tool.	5/29/2015 monthly
G3.B4.S1.MA1	Increased participation with the Accelerated Reading Program.	Kauffman, Paula	9/14/2015	AR reports	5/20/2016 one-time
G3.B4.S1.MA1	Principal and curriculum coordinator will monitor effectiveness by observing and assessing student interest.	Kauffman, Paula	9/21/2015	Lesson plans and teacher observation, as well as student informal interviews.	5/20/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. In the 2015-2016 school year, PES will score at or above the state average on the Math Florida Standards Assessment.

G1.B2 Lack of knowledge of the new Math Florida Standards Assessment.

G1.B2.S1 Professional Development based around the Math Florida Standards Assessment.

PD Opportunity 1

Pinetta Elementary teachers will be provided professional development through the use of the FSassessments.org website.

Facilitator

Shirley Joseph, Paula Kauffman

Participants

3rd through 5th grade teachers, including the ESE teacher

Schedule

On 10/30/2015

G2. In the 2015-16 school year, PES will score at or above the state average on the FCAT Science Next Generation Sunshine State Standards Assessment.

G2.B1 Lack of science exposure in previous grades

G2.B1.S1 Implement Science Fusion in all grade levels. Provide the students with weekly hands on science experiments/learning opportunities that involve the scientific method and inquiry based instruction.

PD Opportunity 1

All teachers of science Fusion will be required to provide meaningful hands-on science experiments on a weekly basis.

Facilitator

HMH trainers, Paula Kauffman

Participants

All PES teachers

Schedule

Weekly, from 8/31/2015 to 5/20/2016

PD Opportunity 2

Teachers will incorporate the WeatherSTEM weather station information into science class.

Facilitator

WeatherSTEM facilitators

Participants

All PES teachers

Schedule

Monthly, from 10/5/2015 to 5/20/2016

G3. In the 2015-16 school year, PES will score at or above the state average on the ELA Florida Standards Assessment.

G3.B2 Lack of student interest and enthusiasm in reading. Students come unmotivated and unwilling to work. They do not want to exert the energy it requires to think and work to their potential.

G3.B2.S1 Students will be involved in project based learning through all subject areas. Students will have the opportunity to learn about different aspects of one particular topic. They can read and learn about areas that interest them the most.

PD Opportunity 1

Teachers will use district curriculum maps as well as core program resources in order to design lessons that involve project based learning experiences.

Facilitator

Paula Kauffman, Beth Moore

Participants

All PES teachers

Schedule

Quarterly, from 10/6/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. In the 2015-2016 school year, PES will score at or above the state average on the Math Florida Standards Assessment.

G1.B2 Lack of knowledge of the new Math Florida Standards Assessment.

G1.B2.S2 Parent Workshop in order to make parents aware of the expectations of the new Math Florida Standards Assessment.

PD Opportunity 1

A parent workshop will be help to introduce all stakeholders to the new Math Florida Standards Assessment.

Facilitator

Beth Moore, Paula Kauffman

Participants

All 3rd grade to 5th grade PES parents will be invited.

Schedule

On 10/28/2015

Budget

Budget Data

1	G1.B2.S1.A1	Pinetta Elementary teachers will be provided professional development through the use of the FSassessments.org website.	\$0.00
2	G1.B2.S2.A1	A parent workshop will be help to introduce all stakeholders to the new Math Florida Standards Assessment.	\$0.00
3	G2.B1.S1.A1	All teachers of science Fusion will be required to provide meaningful hands-on science experiments on a weekly basis.	\$0.00
4	G2.B1.S1.A2	Teachers will incorporate the WeatherSTEM weather station information into science class.	\$0.00
5	G3.B2.S1.A1	Teachers will use district curriculum maps as well as core program resources in order to design lessons that involve project based learning experiences.	\$0.00
6	G3.B4.S1.A1	Teachers will incorporate various activities to enhance novel studies.	\$0.00
Total:			\$0.00