

The School District of Lee County

Pine Island Elementary School



2016-17 Schoolwide Improvement Plan

Pine Island Elementary School

5360 RIDGEWOOD DR, Bokeelia, FL 33922

<http://pie.leeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**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 is pending approval by the Lee County School Board.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Pine Island Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Pine Island Elementary's mission statement is to inspire a love of learning and a drive for success that will instill in each student the desire to reach their fullest potential.

b. Provide the school's vision statement.

Pine Island's vision statement is to develop well rounded creative thinkers who have a love for learning and who are successful positive community members.

2. School Environment

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

At Pine Island Elementary, teachers examine student cumulative record folders prior to the students' first day of school. The cumulative records give a great deal of background on each child, including the students' cultures. Teachers and staff members discuss the children, sharing information that will assist the next-year's teacher in building a successful relationship with her students. Teachers cultivate bonds with their students through class-building activities such as the Responsive Classroom, Kagan Structures, as well as school-to-home communications. We have a new principal this year. He has made it a priority since he started at our school to establish relationships with many of the families and community members. He also assists the teachers in building background knowledge with them when necessary. Our school counselor is available to assist in transitioning students new to the school. Our ESOL Paraprofessional also gives insight into students and families that she has had contact with.

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

Pine Island Elementary faculty greet students each morning, and again at the day's end. Whether at the bus ramp, the parent pick up line, or in front of the classrooms, our faculty and staff presence is very visible throughout the school day, ensuring that all students are safe. Our school counselor is available to speak with children if they are having any problems or anxiety. We use the Learning for Life program at our school. The school counselor provides in-class lessons on the topic of being an active reporter. These lessons help students in all grades, K-5, understand and identify who to report to and when to do so. Students also receive a character education curriculum which is implemented through the Social Studies curriculum, as well as guidance lessons on a monthly basis. Our school values are to be kind, caring, respectful, responsible, and safe. The students recite an Eagle Pledge every morning during the school news.

c. 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.

Pine Island Elementary utilizes the Assertive Discipline Model in which teachers establish rules, consequences, and rewards to "take control" of the classroom. Students work with classroom teachers to establish these rules as well as classroom vision and mission statements. Classroom

teachers have implemented elements of the Positive Behavior Support Model. Students who are having an "off" day may work their way back to a "Superstar" day by exhibiting positive behaviors in the classroom, hallways, at specials, and recess. For students that require an individualized behavior plan based on needs, a check-in/check-out process is in place to allow the student to meet daily with the school counselor or administrator to set the tone for the day and review their day. Our school has also created Eagles Values which all stakeholders are committed to. They include: Be Kind, Be Caring, Be Respectful, Be Responsible, Be Safe. These values are posted throughout the campus and the students recite an Eagle pledge incorporating these values daily during the morning news.

d. 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.

All teachers utilize the school counselor via guidance lessons on a monthly basis for all Pine Island students. Teachers will refer individual students whose needs require more in-depth counseling for small group or individual sessions. Pine Island also teams with the Beacon of Hope to provide after-school mentoring to students who need additional support through the Students Achieving Success program. Classroom teachers work with a teacher liaison to communicate student needs to the Students Achieving Success coordinator. Volunteers in our classrooms and through-out the school offer support and guidance academically, as well as socially.

3. Early Warning Systems

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

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

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

1. 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
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	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	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/313689>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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.

Pine Island Elementary is a small barrier island school with amazing community support. Networking by the school principal is the key to our partnerships. Our parent partners, as well as community partners do not hesitate to get involved when asked by school administration. Face-to-face meetings with local business owners to discuss our needs takes place on a consistent basis. Partnerships with the local Winn-Dixie has allowed for students to participate in a store field trip to teach the kids the "behind-the-scenes" workings of a grocery store. A variety of business partners volunteer services during our Open House night, as well as at other school activities. Our community fraternities such as the Elks Club, the Matlatcha Mariners, as well as the Matlatcha Hookers, donate school supplies and monies for teacher resources to ensure student achievement. Our students also have the opportunity to take educational field trips to local community venues such as the Pine Island Fire Department, Pine Island Library, and Pine Island Pool.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Herring, Rose	School Counselor
Benjamin, Nancy	Teacher, K-12
Bernard, Lora	Teacher, K-12
Cann, Jennifer	Teacher, K-12
Frahm, Cathy	Teacher, K-12
Renz, Monica	Teacher, K-12
Schaal, Shannon	Instructional Technology
Stearns, Casey	Teacher, K-12
Weber, Brandi	Teacher, K-12
Dooley, Summer	Teacher, K-12
Hook, Steven	Principal
Manguson, Mindy	Teacher, K-12
Garris, Tina	Teacher, ESE

b. Duties

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

Team K-12

- May facilitate Professional Development to faculty
- May act as Math, Reading, or Science contacts, as well as coaches
- Spokespeople for their grade levels, front-loading ideas and bringing team concerns to the table
- Keep notes and minutes for weekly grade-level PLCs
- Responsible for relaying needs to administration and maintaining budgets within their allowances

Principal

- Provides the direction and vision of our building
- Provides or coordinates valuable and continuous professional development
- Conducts Classroom Walk-throughs
- Meets with grade-levels to review and discuss student data
- Disseminates information from the District level to all faculty and staff
- Facilitates implementation of the MTSS problem-solving process in the building
- Attends MTSS Team meetings to be active in the MTSS change process
- Acts as a member of the SAC and CPTO

Guidance Counselor

- Provides guidance lessons to all students in the K-5 classrooms
- Conducts individual and small group counseling sessions when needed
- Communicates with parents about student needs
- Facilitates a check in/check out program for students in the MTSS process
- Often MTSS team facilitator and Child Study Team note taker
- Conducts social-developmental history interviews when requested

Instructional Coach

- Provides mentoring and coaching in academic areas of need
- Facilitates Professional Development to faculty and staff
- Often MTSS team facilitator

- Schedules and attends MTSS team meetings
- Maintains log of all students involved in the MTSS process
- Sends parent invites
- Completes necessary MTSS forms

ESE/Learning Resource Teacher

- Facilitates Professional Development to faculty in areas of data analysis
- Provides small group instruction
- Consults with MTSS Team regarding interventions
- Incorporates MTSS data when making eligibility decisions
- Facilitates a STEM lab bi-weekly

Instructional Technology

- Facilitates Professional Development to faculty in areas of technology
- Disseminates information from the district to faculty
- Provides support to faculty in hardware and software needs
- Provides instruction to students on instructional technology
- Assist parents in use of technology

2. 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.

School leaders at Pine Island Elementary identify and align all available resources when creating our master schedule. Special area classes (Physical Education, Art and Music) are not held for the first hour of the school day so those teachers can be utilized in the primary classrooms to facilitate small group instruction in Reading and Math. Our Educational Paraprofessionals are placed in each of the primary grade levels, K-2, in an effort to provide additional support to those students. In addition, we have a paraprofessional that rotates through the grade 3-5 classrooms to support the students. Throughout the day, our paraprofessionals can be found working with small groups of children or individual children to remediate and extend the lesson.

Our ESE/Learning Resource teacher provides support to our primary and intermediate grades. She works closely with the classroom teachers to determine the best strategies for these students to learn.

We have a K-2 and 3-5 Learning Resource teachers who work closely with the classroom teachers to support the instruction that is occurring in the classroom, model effective teaching strategies, and pull data to support decision making resulting in student learning gains.

The Instructional Technology Teacher and Instructional Coach also assist in the afternoon with performance based groups. These students are grouped based on their performance in the classroom. These teachers collaborate with classroom teachers to determine which students will be in her group and the lessons to be applied. Student movement may be fluid as student performance changes.

A Major Work Area teacher is available on our campus three days a week to provide extension activities to students that qualify for the gifted program. These students engage in higher order thinking activities throughout the day through novel studies, critical thinking lessons, thematic lessons.

In addition, once every other week, students in all grade levels attend a STEM class to enrich the Science curriculum, and extend learning using deeper thinking skills. This class not only has students building and creating, it involves Socratic discussions and written reflections in the intermediate grades. Students in grades 3-5 participate in a technology class once every other week designed to teach operating system skills as well as keyboarding and safe use of computers.

Pine Island Elementary's SAC discusses and approves the expenditure of School Improvement Plan funds to support student achievement. Pine Island Elementary utilizes Title II funds for professional development opportunities for teachers, supplemental instructional materials aligned with the Florida Standards and NGSS to assist in student achievement, as well as school-based curriculum extension activities.

The building administrator, Steven Hook, is responsible for scheduling School Leadership Team meetings and Professional Learning Community meetings. Leadership meetings are held once a month. Whole staff PLC meetings are held bi-weekly. Grade level PLC meetings are held weekly. These meetings serve as the problem solving arenas to determine how to apply resources for the highest impact. Minutes are kept on these meetings.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Edward Kellum	Business/Community
Elsie Stearns	Business/Community
George Miller	Business/Community
James Olsen	Business/Community
Cristen Olsen	Parent
Shannon Schaal	Teacher
Luz Garcia	Parent
Gisela Ortega	Education Support Employee
Alice Burner	Business/Community
Steven Hook	Principal
Regina Notarianni	Teacher
Carlyn Herring	Business/Community
Rhonda Dooley	Education Support Employee
Pati Acosta	Teacher
Marilyn Trejo	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC members are given an overview of the previous year's school improvement plan to review and discuss during the first meeting. Recommendations for future changes can be made at this time.

b. Development of this school improvement plan

SAC members review the school's SIP, offering feedback and suggestions for improvement and/or acceptance. SAC members provide feedback to Administration on any and all school improvement related issues. Members will be responsible for monitoring the School Improvement Goals.

c. Preparation of the school's annual budget and plan

SAC members are briefed on the school's budget once it is received. School administration presents the numbers and a plan for the following year. Members discuss the monies and how they are going to be utilized. Suggestions are made and input is given.

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

Not applicable

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Manguson, Mindy	Teacher, K-12
Frahm, Cathy	School Counselor
Stearns, Casey	Teacher, K-12
Garris, Tina	Teacher, ESE
Bernard, Lora	Teacher, K-12
Cann, Jennifer	Teacher, K-12
Benjamin, Nancy	Teacher, K-12
Schaal, Shannon	Instructional Technology
Dooley, Summer	Teacher, K-12
Weber, Brandi	Teacher, K-12
Hook, Steven	Principal
Herring, Rose	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will continue to provide support for the administration of STAR and STAR EL to all students in grades K-5 four times throughout the school year.

Provide on-going training for teachers to address individual student needs, as well as their own needs with our District-adopted Reading Street series and Academic Plan.

Our LLT will discuss District required reading assessments for grades K-5 and provide assistance for online testing in this area..

Members of the LLT track student data through weekly progress monitoring, as well as District required Concept Reading Assessments using Performance Matters.

As in the past, we have planned a "Celebrate Reading Week" to involve all grade levels as well as an evening event to bring in our parents.

D. Public and Collaborative Teaching

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

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

Pine Island Elementary participates in Professional Learning Communities. The teaching staff participated in two full day trainings focusing on the Thinking Maps and utilizing them in the classroom. Our grade-level teams meet weekly to discuss data and create common assessments. They share a common planning time every day. Grade level teams are located in close proximity for ease of movement among shared students. Vertical alignment is very powerful at Pine Island. Teachers work closely with grade levels below and above theirs to be made aware of expectations. Cross grade-level sharing of ideas such as novel studies occurs daily. Our three Learning Resource teachers collaborate with all teams to ensure curriculum is aligned.

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

- 1.) Bi-weekly Professional Development trainings related to Florida State Standards, newly adopted resources, and Professional Learning Communities occur.
- 2.) Weekly Professional Learning Community meetings with grade level peers to discuss current student data and data trends occur.
- 3.) New teachers are partnered with veteran teachers for mentoring purposes.
- 4.) Any teachers that are due for recertification during the current school year receive notification to review their inservice hours record report.
- 5.) Prospective hires are interviewed by a versed team of current staff.

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

Newly hired teachers are teamed with a veteran teacher in either their current grade level or within their current school level (Primary or Intermediate). Together this team collaborates on lesson planning ideas. The teacher mentor is available to answer any questions the new hire may have regarding instruction, class management, etc. The team meets on a regular basis and peer observations are conducted.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Pine Island Elementary utilizes the Lee County School District Academic Plans. The plans are aligned to Common Core Standards, Florida Standards, and Next Generation Sunshine State Standards. All materials used in our classrooms are district approved and standards-based. Lesson plans must be submitted through Oncourse and are checked on a weekly basis.

b. Instructional Strategies

1. 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.

At the start of the school year, the STAR/STAR EL are administered to all students to get baseline data. Teachers review the data and discuss how they will accommodate the needs of each student. In grades K-2, a paraprofessional and learning resource teacher are assigned to each grade level to assist with small groups and individual needs. Special area teachers spend the first hour of the school day with the primary teachers working on Literacy skills with small groups. In grades 3-5, teachers use the STAR results to determine small groups for remediation and enrichment during our daily mandated thirty-five minute EAGLE time. Our Primary Specialist and Technology Specialist assists with students in grades 3-5 during this time. Quarterly data meetings are held with administration throughout the year. Teachers discuss the current data based on progress monitoring assessments and district required concept tests. Student movement in groups is based on current needs. A PIE dashboard has been created to store all data from the previous year and current year. This data is monitored to determine student's learning gains and projected scores on the FSA.

2. 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: Extended School Day

Minutes added to school year: 1,440

All-Star FSA Camp is an hour-long tutoring session held four days each week for six weeks prior to state testing. Each day allows for specific grade levels to focus on either Reading or Math instruction. Instruction is differentiated based on student needs.

Strategy Rationale

To provide remediation to students in grades 3-5 six weeks prior to the state administered FSA assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hook, Steven, stevenh@leeschools.net

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

FSA testing results for students that participated in the program.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Pine Island Elementary encouraged Kindergarten parents to attend Open House held on August 8, 2016 as a time to meet their child's teacher and learn about the curriculum and expectations of a Florida Kindergartener.

Pine Island Elementary Kindergarten teachers screen all Kindergarten students within the first thirty days of instruction using the Florida Kindergarten Readiness Screening test (FLKRS). Kindergarten teachers at Pine Island Elementary administer STAR EL to each student within the first twenty instructional days. This test will be administered three additional times throughout the school year to track student reading abilities.

Pine Island Elementary teachers will invite parents to conferences in the month of October. If there is a concern, teachers will contact parents prior to that date.

Pine Island Elementary students participate in a Swap Day in May. During this time, students "visit" teachers of the next grade level where they are presented with expectations. Fifth grade students receive a visit from a middle school administrator who discusses middle school expectations and answers student questions regarding concerns about moving to a middle school setting.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** We will maintain the Out of School Suspension Rate at 0 students being suspended during the 2016-2017 school year.

- G2.** The school will use results of assessments to improve individual student performance and also to improve the instructional programs.

Strategic Goals Detail

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

G1. We will maintain the Out of School Suspension Rate at 0 students being suspended during the 2016-2017 school year. 1a

G082723

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	0.0

Targeted Barriers to Achieving the Goal 3

- School Culture

Resources Available to Help Reduce or Eliminate the Barriers 2

- Personnel
- Leadership
- Environment
- School Culture

Plan to Monitor Progress Toward G1. 8

The OSS reports and documentation of conversations with students and staff will be monitored.

Person Responsible

Steven Hook

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

The OSS report and documentation of conversations with students and staff will be collected.

G2. The school will use results of assessments to improve individual student performance and also to improve the instructional programs. 1a

G082724

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	66.0
FCAT 2.0 Science Proficiency	70.0
ELA/Reading Lowest 25% Gains	70.0
Math Gains	72.0
Math Lowest 25% Gains	84.0

Targeted Barriers to Achieving the Goal 3

- Lack of time for teachers to plan and differentiate instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- STEM Lab
- Forty five minute block of time for 5th grade students daily for Science Instruction
- Technology
- Tracking data using Castle
- Scheduled Time for full faculty and grade level professional learning communities
- Curriculum and district created academic plans
- Professional Development
- Leadership
- Community
- Personnel

Plan to Monitor Progress Toward G2. 8

Progress Monitoring of all student data to include district checks, STAR, classroom assessments, and Write Score

Person Responsible

Steven Hook

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

The data that is produced from all progress monitoring assessments will be reviewed.

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. We will maintain the Out of School Suspension Rate at 0 students being suspended during the 2016-2017 school year. 1

G082723

G1.B1 School Culture 2

B219155

G1.B1.S1 Provide a learning climate that is kind, caring, respectful, responsible and safe and promotes positive behaviors from students. 4

S231516

Strategy Rationale

When students know that these are the expectations in all environments throughout the school, they are more likely to act appropriately and negative behaviors will diminish.

Action Step 1 5

Students will state the Eagle Pledge every morning during the morning news show

Person Responsible

Shannon Schaal

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Students will be able to recite the Eagle Pledge by the end of the year.

Action Step 2 5

Students will receive monthly classroom guidance lessons focused on character education

Person Responsible

Rose Herring

Schedule

Monthly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Lesson Plans will be completed for these lessons

Action Step 3 5

Eagle Value Posters will be posted throughout common areas of the schools for students to reference

Person Responsible

Steven Hook

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Posters will be visible for those walking the campus

Action Step 4 5

Students will have the opportunity to be chosen as Student of the Week by their teacher and be recognized at a celebration with the principal.

Person Responsible

Steven Hook

Schedule

Weekly, from 9/23/2016 to 5/19/2017

Evidence of Completion

Emails from the teacher to Mr. Hook stating the Student of the Week

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Out of school suspensions and overall student behavior will be monitored through mainframe and conversations with teachers

Person Responsible

Steven Hook

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Our information specialist will pull the report that documents OSS through Mainframe and administration will keep records of conversations with students, parents and staff regarding student behavior.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The OSS report will be pulled at the end of the year to monitor effectiveness

Person Responsible

Steven Hook

Schedule

On 5/26/2017

Evidence of Completion

The OSS report will document the effectiveness of the strategies.

G2. The school will use results of assessments to improve individual student performance and also to improve the instructional programs. 1

G082724

G2.B1 Lack of time for teachers to plan and differentiate instruction 2

B219156

G2.B1.S1 Create a system that provides teachers with time to plan, evaluate assessments and data and supports with additional personnel. 4

S231517

Strategy Rationale

Teachers have expressed that they have limited time to reach all learners and could benefit from additional personnel support. These resources will help all learners while differentiating instruction by support staff.

Action Step 1 5

Two half time STEM teachers will be hired to conduct STEM lessons in a designated Science Lab and will use resources from the district Sharepoint, Environmental Education, Safari Montage, National Geographic and CPalms using budgeted money.

Person Responsible

Steven Hook

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Walkthroughs will be conducted as well as lesson plans will be reviewed

Action Step 2 5

All LY and LF students will be given an additional 90 minutes of instruction using the Compass and English in a Flash computer based programs to develop stronger vocabulary and comprehension skills.

Person Responsible

Brandi Weber

Schedule

Daily, from 9/26/2016 to 4/28/2017

Evidence of Completion

Reports from Compass and English in a Flash will be reviewed for usage

Action Step 3 5

Provide instructional staff with a designated time to conduct Professional Learning Communities

Person Responsible

Steven Hook

Schedule

Weekly, from 8/18/2016 to 5/18/2017

Evidence of Completion

Teachers will maintain a binder with minutes that answer the four essential questions

Action Step 4 5

Teachers and the Leadership Team will meet in Quarterly Administrative Data Meetings

Person Responsible

Steven Hook

Schedule

Quarterly, from 10/10/2016 to 5/19/2017

Evidence of Completion

Team Goals and Plan, Do Study, Act Plans

Action Step 5 5

Two full time resource teachers will be hired to work with all students and teachers to provide remediation and enrichment as necessary

Person Responsible

Steven Hook

Schedule

Daily, from 8/1/2016 to 5/29/2017

Evidence of Completion

Teachers will provide evidence of their lesson through Oncourse

Action Step 6 5

Substitute teachers will be hired to cover teacher's classrooms while teacher evaluate data from progress monitoring sources.

Person Responsible

Steven Hook

Schedule

Semiannually, from 10/24/2016 to 5/26/2017

Evidence of Completion

Action Step 7 5

Teachers will be paid a supplemental contract to collaboratively curriculum map the core subjects

Person Responsible

Steven Hook

Schedule

Daily, from 5/30/2017 to 6/30/2017

Evidence of Completion

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

Schedule of resource staff support, curriculum and assessment planning days, and data reports accessible to staff

Person Responsible

Steven Hook

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

These documents will be posted on our school sharepoint site.

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

Quarterly data meetings and PLCs will review progress of students and their learning gains throughout the year. Teacher feedback will also be requested.

Person Responsible

Steven Hook

Schedule

Quarterly, from 10/21/2016 to 5/26/2017

Evidence of Completion

The PIE dashboard tracking system will be used to monitor student data. PLC minutes will be collected when questions or support is needed.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S1.A2 A296002	All LY and LF students will be given an additional 90 minutes of instruction using the Compass and...	Weber, Brandi	9/26/2016	Reports from Compass and English in a Flash will be reviewed for usage	4/28/2017 daily
G2.B1.S1.A3 A296003	Provide instructional staff with a designated time to conduct Professional Learning Communities	Hook, Steven	8/18/2016	Teachers will maintain a binder with minutes that answer the four essential questions	5/18/2017 weekly
G1.B1.S1.A4 A296000	Students will have the opportunity to be chosen as Student of the Week by their teacher and be...	Hook, Steven	9/23/2016	Emails from the teacher to Mr. Hook stating the Student of the Week	5/19/2017 weekly
G2.B1.S1.A4 A296004	Teachers and the Leadership Team will meet in Quarterly Administrative Data Meetings	Hook, Steven	10/10/2016	Team Goals and Plan, Do Study, Act Plans	5/19/2017 quarterly
G1.MA1 M299065	The OSS reports and documentation of conversations with students and staff will be monitored.	Hook, Steven	8/10/2016	The OSS report and documentation of conversations with students and staff will be collected.	5/26/2017 monthly
G2.MA1 M299068	Progress Monitoring of all student data to include district checks, STAR, classroom assessments,...	Hook, Steven	9/12/2016	The data that is produced from all progress monitoring assessments will be reviewed.	5/26/2017 weekly
G1.B1.S1.MA1 M299063	The OSS report will be pulled at the end of the year to monitor effectiveness	Hook, Steven	5/26/2017	The OSS report will document the effectiveness of the strategies.	5/26/2017 one-time
G1.B1.S1.MA1 M299064	Out of school suspensions and overall student behavior will be monitored through mainframe and...	Hook, Steven	8/10/2016	Our information specialist will pull the report that documents OSS through Mainframe and administration will keep records of conversations with students, parents and staff regarding student behavior.	5/26/2017 weekly
G1.B1.S1.A1 A295997	Students will state the Eagle Pledge every morning during the morning news show	Schaal, Shannon	8/10/2016	Students will be able to recite the Eagle Pledge by the end of the year.	5/26/2017 daily
G1.B1.S1.A2 A295998	Students will receive monthly classroom guidance lessons focused on character education	Herring, Rose	9/1/2016	Lesson Plans will be completed for these lessons	5/26/2017 monthly
G1.B1.S1.A3 A295999	Eagle Value Posters will be posted throughout common areas of the schools for students to reference	Hook, Steven	8/10/2016	Posters will be visible for those walking the campus	5/26/2017 daily
G2.B1.S1.MA1 M299066	Quarterly data meetings and PLCs will review progress of students and their learning gains...	Hook, Steven	10/21/2016	The PIE dashboard tracking system will be used to monitor student data. PLC minutes will be collected when questions or support is needed.	5/26/2017 quarterly
G2.B1.S1.MA1 M299067	Schedule of resource staff support, curriculum and assessment planning days, and data reports...	Hook, Steven	8/10/2016	These documents will be posted on our school sharepoint site.	5/26/2017 monthly
G2.B1.S1.A1 A296001	Two half time STEM teachers will be hired to conduct STEM lessons in a designated Science Lab and...	Hook, Steven	8/10/2016	Walkthroughs will be conducted as well as lesson plans will be reviewed	5/26/2017 weekly
G2.B1.S1.A6 A296006	Substitute teachers will be hired to cover teacher's classrooms while teacher evaluate data from...	Hook, Steven	10/24/2016		5/26/2017 semiannually
G2.B1.S1.A5 A296005	Two full time resource teachers will be hired to work with all students and teachers to provide...	Hook, Steven	8/1/2016	Teachers will provide evidence of their lesson through Oncourse	5/29/2017 daily
G2.B1.S1.A7 A296007	Teachers will be paid a supplemental contract to collaboratively curriculum map the core subjects	Hook, Steven	5/30/2017		6/30/2017 daily

V. Professional Development Opportunities

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

G2. The school will use results of assessments to improve individual student performance and also to improve the instructional programs.

G2.B1 Lack of time for teachers to plan and differentiate instruction

G2.B1.S1 Create a system that provides teachers with time to plan, evaluate assessments and data and supports with additional personnel.

PD Opportunity 1

Substitute teachers will be hired to cover teacher's classrooms while teacher evaluate data from progress monitoring sources.

Facilitator

Steve Hook/ Principal

Participants

Teachers

Schedule

Semiannually, from 10/24/2016 to 5/26/2017

PD Opportunity 2

Teachers will be paid a supplemental contract to collaboratively curriculum map the core subjects

Facilitator

Steve Hook/ Principal

Participants

Teachers

Schedule

Daily, from 5/30/2017 to 6/30/2017

VI. Technical Assistance Items

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

G1. We will maintain the Out of School Suspension Rate at 0 students being suspended during the 2016-2017 school year.

G1.B1 School Culture

G1.B1.S1 Provide a learning climate that is kind, caring, respectful, responsible and safe and promotes positive behaviors from students.

TA Opportunity 1

Students will state the Eagle Pledge every morning during the morning news show

Facilitator

Shannon Schaal

Participants

Students & Teachers

Schedule

Daily, from 8/10/2016 to 5/26/2017

G2. The school will use results of assessments to improve individual student performance and also to improve the instructional programs.

G2.B1 Lack of time for teachers to plan and differentiate instruction

G2.B1.S1 Create a system that provides teachers with time to plan, evaluate assessments and data and supports with additional personnel.

TA Opportunity 1

All LY and LF students will be given an additional 90 minutes of instruction using the Compass and English in a Flash computer based programs to develop stronger vocabulary and comprehension skills.

Facilitator

Brandi Weber

Participants

All LY and LF students

Schedule

Daily, from 9/26/2016 to 4/28/2017

VII. Budget

1	G1.B1.S1.A1	Students will state the Eagle Pledge every morning during the morning news show				\$0.00
2	G1.B1.S1.A2	Students will receive monthly classroom guidance lessons focused on character education				\$0.00
3	G1.B1.S1.A3	Eagle Value Posters will be posted throughout common areas of the schools for students to reference				\$0.00
4	G1.B1.S1.A4	Students will have the opportunity to be chosen as Student of the Week by their teacher and be recognized at a celebration with the principal.				\$0.00
5	G2.B1.S1.A1	Two half time STEM teachers will be hired to conduct STEM lessons in a designated Science Lab and will use resources from the district Sharepoint, Environmental Education, Safari Montage, National Geographic and CPalms using budgeted money.				\$0.00
6	G2.B1.S1.A2	All LY and LF students will be given an additional 90 minutes of instruction using the Compass and English in a Flash computer based programs to develop stronger vocabulary and comprehension skills.				\$0.00
7	G2.B1.S1.A3	Provide instructional staff with a designated time to conduct Professional Learning Communities				\$0.00
8	G2.B1.S1.A4	Teachers and the Leadership Team will meet in Quarterly Administrative Data Meetings				\$0.00
9	G2.B1.S1.A5	Two full time resource teachers will be hired to work with all students and teachers to provide remediation and enrichment as necessary				\$0.00
10	G2.B1.S1.A6	Substitute teachers will be hired to cover teacher's classrooms while teacher evaluate data from progress monitoring sources.				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0341 - Pine Island Elementary School	School Improvement Funds		\$1,200.00
			<i>Notes: This money will be used to cover substitute teachers. We have 12 teachers that will each take a half of a day. We will need 6 subs 2 times per year for a total of 12 subs. Each sub costs approximately \$100.</i>			
11	G2.B1.S1.A7	Teachers will be paid a supplemental contract to collaboratively curriculum map the core subjects				\$2,520.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0341 - Pine Island Elementary School	School Improvement Funds		\$2,520.00
			<i>Notes: 12 teachers will be paid an hourly rate of \$15.00 per hour for 14 hours to Curriculum map the core subject areas.</i>			
					Total:	\$3,720.00