

District School Board of Madison County

# Pinetta Elementary School



2016-17 Schoolwide Improvement Plan

## Pinetta Elementary School

135 NE EMPRESS TREE AVE, Pinetta, FL 32350

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

### 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-6	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

### School Grades History

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

*\*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 10/4/2016.

### 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 Pinetta Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	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.

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.

##### b. 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

#### 2. School Environment

##### a. 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, parents, 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 will be incorporating Grade Specific Parent Nights in order to enlighten the parents on what the student's expectations are, curriculum items, technology, and teacher/student/parent relationships. We will review data with the parents and students throughout the school year. Teachers have an open door policy that allows the students extra help time if needed.

##### b. 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 Support 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. We will be incorporating Character Building lessons on a bi-weekly rotation. We are partnering with Kiwanas through their K-Kids program to promote community awareness and respect for ourselves and others.

##### 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.

Pinetta Elementary School implements PBS(Positive Behavior Support) for the students in grades Pre-K through 5th grade. School wide expectations for specific locations have been developed. The expectations were clearly taught to the students and will continue to be reinforced. . 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 ribbons 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.

**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.**

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.

### 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.**

Pinetta Elementary School uses the computer program FOCUS, as well as Performance Matters, 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, MTSS school coordinator, and teacher 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.

**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	9	8	12	5	4	2	0	0	0	0	0	0	0	40
One or more suspensions	0	0	1	3	0	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	3	0	2	0	0	0	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	7	3	3	0	0	0	0	0	0	0	13

**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	2	0	2	4	0	1	0	0	0	0	0	0	0	9	

**c. 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 i-ready as their core+1 support for technology. Supplemental instructional materials were used with these students based on student needs.

**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?**

No

**1. PIP Link**

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

**2. 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 may include muffins with mom, donuts with dad, lunch with grandparents, family talent show, family dance, family basketball game, family camp out, 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 August and September 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 (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 planners.

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.



**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.**

Various community organizations help Pinetta Elementary in supporting student achievement. Pinetta Market provides monthly ice cream rewards for the students of the month, as well as incentives for coming to various school sponsored events. 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 departments, Pinetta and Cherry Lake, 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. The local Kiwanis club will be partnering with us this year to incorporate their K-Kids program in order to promote leadership among the students. Big Bend Bouncers provide the school with discounted rates on inflatable slides to use for incentive promotions. In addition, the local Home Depot has supported our school by providing labor and materials for outdoor learning. The Agriculture Extension office provides a monthly lesson to our Prk-2nd grade students about health and nutrition. We also have a variety of community members that donate their time for the benefit of the students to read, work the library, fundraising, promote incentives, and volunteering.

**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
Moore, Beth	Principal
Kauffman, paula	Instructional Coach

**b. Duties**

**1. 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.

**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.**

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 RtI, conducts assessments of the RtI 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 RtI 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 RtI plans are and the the activities it may be included.

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. Part 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.

## **2. School Advisory Council (SAC)**

### **a. Membership**

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

Name	Stakeholder Group
Beth Moore	Principal
Paula Kauffman	Education Support Employee
Samantha Fletcher	Teacher
Jerry Borgert	Business/Community
Tresca Alexander	Parent
Amber Justice	Parent
Dana Williams	Parent
Ashley Ethridge	Parent
Jennifer Miller	Parent
Kim Borgert	Parent
Missy French	Education Support Employee
Virginia Hernandez	Parent
Victoria Spires	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*

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. In addition, the teachers are given the opportunity to review and reflect on the previous years School Improvement Plan.

#### *b. 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.

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

### **2. 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+)

### **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
Kauffman, paula	Instructional Coach
Moore, Beth	Principal
Minor, Christi	Teacher, K-12
Burnett, Autumn	Teacher, K-12

#### b. Duties

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

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 ribbons 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.

#### 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.

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.

##### 2. 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.

##### 3. 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.

## 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.**

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. In addition, Saxon Phonics was purchased to reinforce phonics instruction in grades Kindergarten and 1st. 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.. 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. Kindergarten and 1st grade are self contained, in addition to one Kindergarten/1st grade combo class due to overflow of students. Our 2nd through 5th grade are departmentalized with either 2 or 3 teachers. This allows for a more concentrated lesson focus and expertise in the subject.

#### 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.**

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.

**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: 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 iredy technology, homework help, art and crafts, as well as physical activity. A certified teacher in on hand to provide instruction for the iredy 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 iredy data to assess progress.

**Strategy: After School Program**

**Minutes added to school year:**

After school tutoring will be provided for math and reading to enhance instruction.

**Strategy Rationale**

Students academic success will increase when provided extra support based on student needs.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Kauffman, paula, paula.kauffman@mcsbfl.us

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

Iready assessment will be given at the beginning and end of after school tutoring with the purpose of monitoring progress.

**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.**

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.

**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.**

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

**3. 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.

**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.**

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

**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.** In the 2016-2017 school year, PES will increase their FSA proficiency over last years by 5 points on the ELA Florida Standards Assessment.
- G2.** In the 2016-17 school year, PES will score at or above the state average on the FCAT Science Next Generation Sunshine State Standards Assessment.
- G3.** In the 2016-17 school year, PES will score at or above the state average on the Math Florida Standards Assessment.

## 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.** In the 2016-2017 school year, PES will increase their FSA proficiency over last years by 5 points on the ELA Florida Standards Assessment. 1a

G085273

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	60.0

**Targeted Barriers to Achieving the Goal** 3

- Limited amount of time in the schedule for interventions

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Online instruction with iready for targeted skills.
- Additional tutoring during the school day, during Boys and Girls Club, as well as after school tutoring.
- District of Madison County Baseline Assessment and progress monitoring through the use of iready.
- Training opportunities for teachers and students on the various types of questioning formats.
- ELA Core reading program, Journeys, will be implemented
- Teachers will use core novels and novel studies during ELA classes as well as in Social Studies and Science.
- Text dependent writing assignments and assessments, as well as rubrics
- Interactive Notebooks in various subject areas.
- Instructional Reading coach support
- Iready computer program as well as paper based materials.
- Text sets in order to Integrate Social Studies and Science into daily reading.

**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 9/1/2016 to 5/19/2017

**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 2016-17 school year, PES will score at or above the state average on the FCAT Science Next Generation Sunshine State Standards Assessment. 1a

G085274

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	56.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of science exposure in previous grades
- Lack of knowledge of the scientific method

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Fusions / Houghton Mifflin Harcourt/Thinkcentral
- AIMS
- Picture Perfect Science/More Picture Perfect Science
- WeatherStem
- Study Island
- Performance Matters
- High School Science Teacher/Science Fair Coordinator

**Plan to Monitor Progress Toward G2.** 8

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

**Person Responsible**

Beth Moore

**Schedule**

Biweekly, from 9/2/2016 to 5/19/2017

**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 3rd-5th graders. Completion of science fair projects for display to staff, students, and family showing the steps of the scientific method.

**G3.** In the 2016-17 school year, PES will score at or above the state average on the Math Florida Standards Assessment. 1a

G085275

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	65.0

**Targeted Barriers to Achieving the Goal** 3

- Some teachers lack the training in the core math Program Go Math.
- Students lack the experience of different types of questioning formats that will be presented on the FSAAssessment.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Professional development will be provided as needed for implementation of the core math program GOMath
- Students at PES will gain additional math instruction through the use of the core +1 computer program, Iready in order to gain more knowledge and exposure to question types.
- Performance matters will be used to provide mini assessments as needed for Florida Standards and questioning format.
- 

**Plan to Monitor Progress Toward G3.** 8

Review of lesson plans and classroom observation

**Person Responsible**

Beth Moore

**Schedule**

Monthly, from 8/10/2016 to 5/19/2017

**Evidence of Completion**

Review of FSA Math data

## 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 2016-2017 school year, PES will increase their FSA proficiency over last years by 5 points on the ELA Florida Standards Assessment. **1**

 **G085273**

**G1.B2** Limited amount of time in the schedule for interventions **2**

 **B226764**

**G1.B2.S1** Provide after school tutoring in order to focus on skills that are assessed on the Florida Standards Assessment. **4**

 **S239253**

### Strategy Rationale

Students will gain additional time to master Florida Standards. The students will be working in smaller groups that will allow a more concentrated focus on the skills.

### Action Step 1 **5**

Pinetta Elementary School will provide after school tutoring for 3rd-5th grade students based upon the ELA Florida Standards.

#### Person Responsible

paula Kauffman

#### Schedule

Weekly, from 12/1/2016 to 4/7/2017

#### Evidence of Completion

Paula Kauffman will collect student attendance.

**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 10/3/2016 to 4/7/2017

***Evidence of Completion***

Classroom walk-thrus will be conducted on a weekly basis, as well as monthly classroom walk-thrus . 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 10/17/2016 to 5/12/2017

***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** Targeted groups will be provided additional intervention time during the school day using the intervention components of the core reading program. Additional time on iready program will be provided with differentiated skill sets assigned. 4

 S239254

### Strategy Rationale

Groups will focus on deficient skills based on their needs. Students will gain a better understanding of strategies that will help them to be successful.

### Action Step 1 5

A parent workshop will be help to introduce all stakeholders to the new ELA Florida Standards Assessment expectations. Parents will also be personally advised on how their child is progressing with the extended tutoring opportunities during the school day.

#### Person Responsible

Beth Moore

#### Schedule

On 2/3/2017

#### 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 2/3/2017

#### 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 2/3/2017

***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 2016-17 school year, PES will score at or above the state average on the FCAT Science Next Generation Sunshine State Standards Assessment. 1

G085274

**G2.B1** Lack of science exposure in previous grades 2

B226767

**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

S239257

### 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 8/22/2016 to 5/19/2017

#### 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 8/22/2016 to 5/19/2017

#### Evidence of Completion

Weekly lesson plans and classroom walk throughs

### Action Step 3 5

Students will participate in a school wide science fair.

**Person Responsible**

paula Kauffman

**Schedule**

Quarterly, from 3/1/2017 to 5/26/2017

**Evidence of Completion**

Lesson plans will indicate planning toward the science fair, as well as participation in the science fair in the spring.

### Action Step 4 5

3rd-5th grade science students will use Study Island as an extension of instruction to enhance Science learning.

**Person Responsible**

paula Kauffman

**Schedule**

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

**Evidence of Completion**

Monthly Study Island data

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

The Principal will conduct classroom walk throughs in order to monitor and evaluate effectiveness.

**Person Responsible**

Beth Moore

**Schedule**

Monthly, from 8/22/2016 to 5/19/2017

**Evidence of Completion**

Evidence will be collected through walk through, science scores in Focus, FCAT data, and district teacher 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**

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

**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.

**G2.B1.S2** Use of the online tool Study Island for 3rd-5th grade, in order to enhance science learning and exposure. 4

 S239258

**Strategy Rationale**

Students science scores will continue to increase.

**Action Step 1** 5

Implementation of Study Island to enhance science instruction and provide data of progress toward mastery of Florida FCAT standards.

**Person Responsible**

paula Kauffman

**Schedule**

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

**Evidence of Completion**

Monthly Study Island data

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Review of data reports and usage as well as review of lesson plans and classroom observations

**Person Responsible**

Beth Moore

**Schedule**

Monthly, from 9/5/2016 to 5/19/2017

***Evidence of Completion***

Study Island reports will show evidence of students working in the program as well as data chats with teachers. Reports will indicate mastery toward standards.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Review of lesson plans, classroom observation, and Study Island reports.

**Person Responsible**

Beth Moore


**Schedule**

Monthly, from 9/5/2016 to 5/19/2017

***Evidence of Completion***

Study Island reports will be pulled for disaggregation toward mastery of standards.

**G2.B2** Lack of knowledge of the scientific method **2**

 B226768

**G2.B2.S1** Students will participate in a school wide district fair as well as a county wide science fair for grades K-5. **4**

 S239259

**Strategy Rationale**

Students will gain exposure to what is involved in the scientific method.

**Action Step 1** **5**

All students at PES will be involved in a school science fair.(classroom, team, or individual projects)

**Person Responsible**

**Schedule**

Daily, from 3/1/2017 to 5/19/2017

***Evidence of Completion***

Completion of assigned science fair projects and participation in the school level competition.

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** **6**

Science teachers will include weekly lesson plans class time devoted to science fair projects.

**Person Responsible**

Beth Moore

**Schedule**

Weekly, from 3/1/2017 to 5/19/2017

***Evidence of Completion***

Review of lesson plans and observation of projects being developed.



**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Review of lesson plans and classroom walk throughs.

**Person Responsible**

Beth Moore

**Schedule**

Weekly, from 3/1/2017 to 5/19/2017

**Evidence of Completion**

Completion of science fair projects for participation in the school wide science fair.

**G3.** In the 2016-17 school year, PES will score at or above the state average on the Math Florida Standards Assessment. 1

 G085275

**G3.B2** Some teachers lack the training in the core math Program Go Math. 2

 B226770

**G3.B2.S1** Teachers that are new to the GOMath program will receive training to implement the core program. 4

 S239261

**Strategy Rationale**

The students will gain a better understand of the concepts and skills in order to progress toward mastery of Florida Standards.

**Action Step 1** 5

Teachers will be provided support and training on the GOMath program.

**Person Responsible**

paula Kauffman

**Schedule**

Daily, from 8/10/2016 to 5/19/2017

**Evidence of Completion**

Classroom observations and lesson plan review.

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

Classroom observations, lesson planning, and data chats

**Person Responsible**

Beth Moore

**Schedule**

Biweekly, from 8/10/2016 to 5/19/2017

***Evidence of Completion***

Effective classroom instruction which will be evident in classroom walkthroughs, as well as monitoring of grades in FOCUS.

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

Support will be given as needed based on classroom observation and data chats.

**Person Responsible**

Beth Moore


**Schedule**

Biweekly, from 8/10/2016 to 5/19/2017

***Evidence of Completion***

Review of grades through FOCUS and weekly lesson plans.

**G3.B3** Students lack the experience of different types of questioning formats that will be presented on the FSAAssessment. 2

 B226771

**G3.B3.S1** Performance Matters and iready will be used to expose students to various types of testing questions. 4

 S239262

### Strategy Rationale

Students will be able to test on various types of questioning formats to help familiarize them for standardized testing in the spring.

### Action Step 1 5

Various data tools will be used to provide exposure to an array of testing questions/formats.

#### Person Responsible

Beth Moore

#### Schedule

Monthly, from 10/10/2016 to 4/28/2017

#### Evidence of Completion

Performance Matters tests results

### Action Step 2 5

Pinetta Elementary School will provide after school tutoring for 3rd-5th grade students based upon the Math Florida Standards.

#### Person Responsible

Beth Moore

#### Schedule

Weekly, from 12/1/2016 to 4/7/2017

#### Evidence of Completion

Student attendance will be collected.

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

Reports from Performance Matters and Iready

**Person Responsible**

Beth Moore

**Schedule**

Monthly, from 12/1/2016 to 4/7/2017

***Evidence of Completion***

Review of lesson plans, classroom observation, as well as disaggregation of data reports.

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** 7

Observation of students during testing time will be monitored to see if they are familiar with the questioning formats.

**Person Responsible**

Beth Moore

**Schedule**

Monthly, from 10/17/2016 to 4/28/2017

***Evidence of Completion***

Performance Matters and Iready reports will be reviewed with the teachers.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.B2.S2.MA1 M317121	PES will conduct a follow-up workshop with parents to make sure they are becoming familiar with...	Moore, Beth	1/19/2017	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.	2/3/2017 one-time
G1.B2.S2.MA1 M317122	A parent survey will be distributed following the presentation to allow parent feedback and...	Moore, Beth	1/10/2017	The parent surveys will be collected and reviewed by administration and teachers.	2/3/2017 one-time
G1.B2.S2.A1 A309840	A parent workshop will be help to introduce all stakeholders to the new ELA Florida Standards...	Moore, Beth	1/10/2017	A parent sign in sheet will be collected, as well as an agenda will be distributed.	2/3/2017 one-time
G1.B2.S1.MA1 M317120	Teachers will plan weekly lessons based around the district curriculum maps and Math Florida...	Moore, Beth	10/3/2016	Classroom walk-thrus will be conducted on a weekly basis, as well as monthly classroom walk-thrus . 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.	4/7/2017 weekly
G1.B2.S1.A1 A309839	Pinetta Elementary School will provide after school tutoring for 3rd-5th grade students based upon...	Kauffman, paula	12/1/2016	Paula Kauffman will collect student attendance.	4/7/2017 weekly
G3.B3.S1.MA1 M317134	Reports from Performance Matters and Iready	Moore, Beth	12/1/2016	Review of lesson plans, classroom observation, as well as disaggregation of data reports.	4/7/2017 monthly
G3.B3.S1.A2 A309849	Pinetta Elementary School will provide after school tutoring for 3rd-5th grade students based upon...	Moore, Beth	12/1/2016	Student attendance will be collected.	4/7/2017 weekly
G3.B3.S1.MA1 M317133	Observation of students during testing time will be monitored to see if they are familiar with the...	Moore, Beth	10/17/2016	Performance Matters and Iready reports will be reviewed with the teachers.	4/28/2017 monthly
G3.B3.S1.A1 A309848	Various data tools will be used to provide exposure to an array of testing questions/formats.	Moore, Beth	10/10/2016	Performance Matters tests results	4/28/2017 monthly
G1.B2.S1.MA1 M317119	Data chats will be conducted with teachers by the administration in order to identify areas of...	Moore, Beth	10/17/2016	Teachers will complete sign in sheets for the data chats, as well as to provide a reflection of the data chat.	5/12/2017 monthly
G1.MA1 M317123	Progress monitoring data from I-ready will be disaggregated with teachers and students in order to...	Moore, Beth	9/1/2016	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.	5/19/2017 monthly
G2.MA1 M317130	Students will be given classroom science assessments as the Study Island programs scope and...	Moore, Beth	9/2/2016	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 3rd-5th graders. Completion of science fair projects for display to staff,	5/19/2017 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				students, and family showing the steps of the scientific method.	
G3.MA1 M317135	Review of lesson plans and classroom observation	Moore, Beth	8/10/2016	Review of FSA Math data	5/19/2017 monthly
G2.B1.S1.MA1 M317124	Students will be exposed to more meaningful science experiments at all grade levels	Moore, Beth	9/5/2016	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.	5/19/2017 weekly
G2.B1.S1.MA1 M317125	The Principal will conduct classroom walk throughs in order to monitor and evaluate effectiveness.	Moore, Beth	8/22/2016	Evidence will be collected through walk through, science scores in Focus, FCAT data, and district teacher evaluation tool.	5/19/2017 monthly
G2.B1.S1.A1 A309841	All teachers of science Fusion will be required to provide meaningful hands-on science experiments...	Moore, Beth	8/22/2016	Madison County School District teacher evaluation system. Classroom walk throughs, and teacher lesson plans	5/19/2017 weekly
G2.B1.S1.A2 A309842	Teachers will incorporate the WeatherSTEM weather station information into science class.	Moore, Beth	8/22/2016	Weekly lesson plans and classroom walk throughs	5/19/2017 monthly
G2.B1.S1.A4 A309844	3rd-5th grade science students will use Study Island as an extension of instruction to enhance...	Kauffman, paula	9/5/2016	Monthly Study Island data	5/19/2017 weekly
G2.B2.S1.MA1 M317128	Review of lesson plans and classroom walk throughs.	Moore, Beth	3/1/2017	Completion of science fair projects for participation in the school wide science fair.	5/19/2017 weekly
G2.B2.S1.MA1 M317129	Science teachers will include weekly lesson plans class time devoted to science fair projects.	Moore, Beth	3/1/2017	Review of lesson plans and observation of projects being developed.	5/19/2017 weekly
G2.B2.S1.A1 A309846	All students at PES will be involved in a school science fair.(classroom, team, or individual...		3/1/2017	Completion of assigned science fair projects and participation in the school level competition.	5/19/2017 daily
G3.B2.S1.MA1 M317131	Support will be given as needed based on classroom observation and data chats.	Moore, Beth	8/10/2016	Review of grades through FOCUS and weekly lesson plans.	5/19/2017 biweekly
G3.B2.S1.MA1 M317132	Classroom observations, lesson planning, and data chats	Moore, Beth	8/10/2016	Effective classroom instruction which will be evident in classroom walkthroughs, as well as monitoring of grades in FOCUS.	5/19/2017 biweekly
G3.B2.S1.A1 A309847	Teachers will be provided support and training on the GOMath program.	Kauffman, paula	8/10/2016	Classroom observations and lesson plan review.	5/19/2017 daily
G2.B1.S2.MA1 M317126	Review of lesson plans, classroom observation, and Study Island reports.	Moore, Beth	9/5/2016	Study Island reports will be pulled for disaggregation toward mastery of standards.	5/19/2017 monthly
G2.B1.S2.MA1 M317127	Review of data reports and usage as well as review of lesson plans and classroom observations	Moore, Beth	9/5/2016	Study Island reports will show evidence of students working in the program as well as data chats with teachers. Reports will indicate mastery toward standards.	5/19/2017 monthly
G2.B1.S2.A1 A309845	Implementation of Study Island to enhance science instruction and provide data of progress toward...	Kauffman, paula	9/5/2016	Monthly Study Island data	5/19/2017 weekly
G2.B1.S1.A3 A309843	Students will participate in a school wide science fair.	Kauffman, paula	3/1/2017	Lesson plans will indicate planning toward the science fair, as well as participation in the science fair in the spring.	5/26/2017 quarterly

## V. Professional Development Opportunities

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

**G1.** In the 2016-2017 school year, PES will increase their FSA proficiency over last years by 5 points on the ELA Florida Standards Assessment.

**G1.B2** Limited amount of time in the schedule for interventions

**G1.B2.S2** Targeted groups will be provided additional intervention time during the school day using the intervention components of the core reading program. Additional time on iready program will be provided with differentiated skill sets assigned.

### PD Opportunity 1

A parent workshop will be help to introduce all stakeholders to the new ELA Florida Standards Assessment expectations. Parents will also be personally advised on how their child is progressing with the extended tutoring opportunities during the school day.

#### Facilitator

Beth Moore, Paula Kauffman

#### Participants

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

#### Schedule

On 2/3/2017

**G2.** In the 2016-17 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 8/22/2016 to 5/19/2017

**PD Opportunity 2**

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

**Facilitator**

WeatherSTEM facilitators

**Participants**

All PES teachers

**Schedule**

Monthly, from 8/22/2016 to 5/19/2017



### PD Opportunity 3

3rd-5th grade science students will use Study Island as an extension of instruction to enhance Science learning.

#### Facilitator

Study Island program support

#### Participants

All 3rd-5th grade science teachers, Principal, and curriculum coordinator

#### Schedule

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

**G2.B1.S2** Use of the online tool Study Island for 3rd-5th grade, in order to enhance science learning and exposure.

### PD Opportunity 1

Implementation of Study Island to enhance science instruction and provide data of progress toward mastery of Florida FCAT standards.

#### Facilitator

Study Island Representative, Knowledgeable teachers

#### Participants

all 3rd-5th grade science teachers

#### Schedule

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

**G3.** In the 2016-17 school year, PES will score at or above the state average on the Math Florida Standards Assessment.

**G3.B2** Some teachers lack the training in the core math Program Go Math.

**G3.B2.S1** Teachers that are new to the GOMath program will receive training to implement the core program.

**PD Opportunity 1**

Teachers will be provided support and training on the GOMath program.

**Facilitator**

HMH trainer, knowledgeable math teachers.

**Participants**

all math teachers

**Schedule**

Daily, from 8/10/2016 to 5/19/2017

**G3.B3** Students lack the experience of different types of questioning formats that will be presented on the FSAAssessment.

**G3.B3.S1** Performance Matters and iready will be used to expose students to various types of testing questions.

**PD Opportunity 1**

Various data tools will be used to provide exposure to an array of testing questions/formats.

**Facilitator**

Performance Matters trainer, iready trainer, Instructional Coach, teachers

**Participants**

all teachers and administration

**Schedule**

Monthly, from 10/10/2016 to 4/28/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B2.S1.A1	Pinetta Elementary School will provide after school tutoring for 3rd-5th grade students based upon the ELA Florida Standards.				\$1,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	2110	100-Salaries	0111 - Pinetta Elementary School	Title I, Part A		\$1,250.00
			Notes: Teacher and para salaries and benefits			
2	G1.B2.S2.A1	A parent workshop will be help to introduce all stakeholders to the new ELA Florida Standards Assessment expectations. Parents will also be personally advised on how their child is progressing with the extended tutoring opportunities during the school day.				\$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	G2.B1.S1.A3	Students will participate in a school wide science fair.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0111 - Pinetta Elementary School	Other		\$500.00
			Notes: Duke Energy Grant			
6	G2.B1.S1.A4	3rd-5th grade science students will use Study Island as an extension of instruction to enhance Science learning.				\$0.00
7	G2.B1.S2.A1	Implementation of Study Island to enhance science instruction and provide data of progress toward mastery of Florida FCAT standards.				\$0.00
8	G2.B2.S1.A1	All students at PES will be involved in a school science fair.(classroom, team, or individual projects)				\$0.00
9	G3.B2.S1.A1	Teachers will be provided support and training on the GOMath program.				\$0.00
10	G3.B3.S1.A1	Various data tools will be used to provide exposure to an array of testing questions/formats.				\$0.00
11	G3.B3.S1.A2	Pinetta Elementary School will provide after school tutoring for 3rd-5th grade students based upon the Math Florida Standards.				\$1,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	2110	100-Salaries	0111 - Pinetta Elementary School	Title I, Part A		\$1,250.00
			Notes: teacher and para salaries			

Madison - 0111 - Pinetta Elementary School - 2016-17 SIP  
*Pinetta Elementary School*

Total:	\$3,000.00
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