

District School Board of Madison County

Pinetta Elementary School



2017-18 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)	2016-17 Title I School	2016-17 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	27%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	B*	D

**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 11/7/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Pinetta Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- 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 preparing 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 Child Safety lessons throughout the school year. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	3	2	3	2	4	2	0	0	0	0	0	0	0	16
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	2	3	1	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	4	12	5	0	0	0	0	0	0	0	21

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	3	3	1	0	0	0	0	0	0	0	7

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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. The Title I parent liason also visits the school to provide support once a week. 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

1. School Leadership Team

a. Membership

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

Name	Title
Kendrick, Amy	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, Amy Kendrick, will provide a common vision for the use of data-based decision making at Pinetta Elementary. She will ensure that the school-based team is implementing Rtl, conducts assessments of the Rtl skills, ensures the implementation of interventions and supports it with the necessary documentation. Mrs. Kendrick will also ensure there is adequate professional development to support the Rtl implementation, time for teachers to meet and discuss students with specific skill interventions, and she will be able to communicate to parents what the school based Rtl plans are and the the activities it may 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
Amy Kendrick	Principal
Paula Kauffman	Education Support Employee
Amber Justice	Parent
Jennifer Miller	Parent
Virginia Hernandez	Parent
Victoria Spires	Parent
Missy French	Parent
Jada Williams	Parent
Lewis Christmas	Teacher
Jason Justice	Business/Community
Christy Androski	Parent
Bobbi Pinkard	Teacher
Autumn Burnett	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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
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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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, Amy Kendrick, 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(Eureka 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, as well as RAVO to enhance phonological awareness. 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. 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 iready technology, homework help, art and crafts, as well as physical activity. A certified teacher is on hand to provide instruction for the iready program and homework help.

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Kendrick, Amy, amy.kendrick@mcsbfl.us

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

Teachers will monitor iready data to assess progress.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 STAR Early Literacy Assessment 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.

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 2017-2018 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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 2017-2018 school year, PES will increase their FSA proficiency over last years by 5 points on the ELA Florida Standards Assessment.
- G2.** In the 2017-18 school year, PES will score at or above the state average on the FCAT Science Next Generation Sunshine State Standards Assessment.
- G3.** In the 2017-18 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 2017-2018 school year, PES will increase their FSA proficiency over last years by 5 points on the ELA Florida Standards Assessment. 1a

G096016

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Inexperience with questioning types on the FSA

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.
- One to one chromebooks
- Interactive technology

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

paula Kauffman

Schedule

Monthly, from 9/4/2017 to 5/4/2018

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 2017-18 school year, PES will score at or above the state average on the FCAT Science Next Generation Sunshine State Standards Assessment. 1a

G096017

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	56.0

Targeted Barriers to Achieving the Goal 3

- 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
- One to One chromebooks
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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

paula Kauffman

Schedule

Monthly, from 8/28/2017 to 5/4/2018

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 2017-18 school year, PES will score at or above the state average on the Math Florida Standards Assessment. 1a

G096018

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 Eureka Math(Engage New York).

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development will be provided as needed for implementation of the core math program Eureka Math
- 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 and iready will be used to provide mini assessments as needed for Florida Standards and questioning format.
- One to One chromebook technology for use in Math as well as other subjects

Plan to Monitor Progress Toward G3. 8

Review of lesson plans and classroom observation

Person Responsible

Amy Kendrick

Schedule

Biweekly, from 9/1/2017 to 5/4/2018

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 2017-2018 school year, PES will increase their FSA proficiency over last years by 5 points on the ELA Florida Standards Assessment. **1**

 **G096016**

G1.B3 Inexperience with questioning types on the FSA **2**

 **B258486**

G1.B3.S1 Teachers will access more resources that provide an array of various questioning types. **4**

 **S273673**

Strategy Rationale

By exposing students to the various question types, they will be more prepared for the FSA

Action Step 1 **5**

Teachers will provide students with various question types through various resources that require the students to dig deeper.

Person Responsible

paula Kauffman

Schedule

Weekly, from 8/22/2017 to 5/4/2018

Evidence of Completion

We will review lessons plans for completion as well as to review reports from online sites.
We will also access iready to evaluate progress.

G2. In the 2017-18 school year, PES will score at or above the state average on the FCAT Science Next Generation Sunshine State Standards Assessment. 1

G096017

G2.B2 Lack of knowledge of the scientific method 2

B258489

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

S273676

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

paula Kauffman

Schedule

Biweekly, from 11/1/2017 to 5/25/2018

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 hands on experiences that will help in preparing students for the science fair.

Person Responsible

Amy Kendrick

Schedule

Weekly, from 11/1/2017 to 5/4/2018

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

Amy Kendrick

Schedule

Weekly, from 11/1/2017 to 5/4/2018

Evidence of Completion

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

G3. In the 2017-18 school year, PES will score at or above the state average on the Math Florida Standards Assessment. 1

 G096018

G3.B2 Some teachers lack the training in the core math Program Eureka Math(Engage New York). 2

 B258491

G3.B2.S1 Teachers will receive training to implement the core program. 4

 S273678

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 Eureka math program.

Person Responsible

Amy Kendrick

Schedule

Monthly, from 8/8/2017 to 5/25/2018

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

paula Kauffman

Schedule

Biweekly, from 9/4/2017 to 5/4/2018

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

paula Kauffman











Schedule

Biweekly, from 9/4/2017 to 5/4/2018

Evidence of Completion

Review of grades through FOCUS and weekly lesson plans.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M394248	Progress monitoring data from I-ready will be disaggregated with teachers and students in order to...	Kauffman, paula	9/4/2017	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.	5/4/2018 monthly
G2.MA1  M394255	Students will be given classroom science assessments as the Study Island programs scope and...	Kauffman, paula	8/28/2017	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.	5/4/2018 monthly
G3.MA1  M394260	Review of lesson plans and classroom observation	Kendrick, Amy	9/1/2017	Review of FSA Math data	5/4/2018 biweekly
G1.B3.S1.A1  A367458	Teachers will provide students with various question types through various resources that require...	Kauffman, paula	8/22/2017	We will review lessons plans for completion as well as to review reports from online sites. We will also access iready to evaluate progress.	5/4/2018 weekly
G2.B2.S1.MA1  M394253	Review of lesson plans and classroom walk throughs.	Kendrick, Amy	11/1/2017	Completion of science fair projects for participation in the school wide science fair.	5/4/2018 weekly
G2.B2.S1.MA1  M394254	Science teachers will include weekly hands on experiences that will help in preparing students for...	Kendrick, Amy	11/1/2017	Review of lesson plans and observation of projects being developed.	5/4/2018 weekly
G3.B2.S1.MA1  M394256	Support will be given as needed based on classroom observation and data chats.	Kauffman, paula	9/4/2017	Review of grades through FOCUS and weekly lesson plans.	5/4/2018 biweekly
G3.B2.S1.MA1  M394257	Classroom observations, lesson planning, and data chats	Kauffman, paula	9/4/2017	Effective classroom instruction which will be evident in classroom walkthroughs, as well as monitoring of grades in FOCUS.	5/4/2018 biweekly
G2.B2.S1.A1  A367464	All students at PES will be involved in a school science fair.(classroom, team, or individual...	Kauffman, paula	11/1/2017	Completion of assigned science fair projects and participation in the school level competition.	5/25/2018 biweekly
G3.B2.S1.A1  A367465	Teachers will be provided support and training on the Eureka math program.	Kendrick, Amy	8/8/2017	Classroom observations and lesson plan review.	5/25/2018 monthly

V. Professional Development Opportunities

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

G3. In the 2017-18 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 Eureka Math(Engage New York).

G3.B2.S1 Teachers will receive training to implement the core program.

PD Opportunity 1

Teachers will be provided support and training on the Eureka math program.

Facilitator

Participants

all math teachers

Schedule

Monthly, from 8/8/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Teachers will provide students with various question types through various resources that require the students to dig deeper.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0111 - Pinetta Elementary School			\$0.00
2	G2.B2.S1.A1	All students at PES will be involved in a school science fair.(classroom, team, or individual projects)				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0111 - Pinetta Elementary School			\$0.00
3	G3.B2.S1.A1	Teachers will be provided support and training on the Eureka math program.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0111 - Pinetta Elementary School			\$0.00
Total:						\$0.00