

Escambia County School District

Pine Meadow Elementary School



2018-19 Schoolwide Improvement Plan

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Pine Meadow Elementary School

10001 OMAR AVE, Pensacola, FL 32534

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	A*

School Board Approval

This plan is pending approval by the Escambia County School Board.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Our School Mission at Pine Meadow Elementary is to promote the highest student achievement in a safe environment with the help of teachers, parents, students, business partners and other community members.

Provide the school's vision statement.

Our vision for Pine Meadow Elementary is to be a place where not only students learn, but educators learn and refine their skills and where parents learn skills to help their child learn. A place where all stakeholders are involved in making a positive difference in the lives of students by preparing them for lifelong learning.

School Leadership Team

Membership

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

Name	Title
Fina, Terri	Principal
Watts, Jay	Assistant Principal
Lassiter, Kimberly	Teacher, K-12
Taylor, Vanessa	Teacher, K-12
whiddon, kristin	Teacher, K-12
Garrison, Pamela	Teacher, ESE
Hendren, Catherine	Teacher, K-12

Duties

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

This team meets on a regular basis and meets with the School Advisory Council (SAC) along with the principal to help develop the SIP. This team meets to review student data as well as data on teaching strategies. This team is responsible for bringing team information to the leadership team as well as taking information from the leadership team back to their core team. Team leaders are called upon throughout the school year to attend staff development and share with their grade level or the entire faculty. They are also called on to demonstrate effective practices and mentor other teachers.

Early Warning Systems

Year 2017-18

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	6	11	10	13	7	16	0	0	0	0	0	0	0	63
One or more suspensions	0	0	1	0	0	2	0	0	0	0	0	0	0	3
Course failure in ELA or Math	4	6	2	1	0	1	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	1	11	31	0	0	0	0	0	0	0	43

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	3	0	1	0	11	0	0	0	0	0	0	0	15

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	7	1	1	1	0	0	0	0	0	0	0	0	17
Retained Students: Previous Year(s)	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected

Wednesday 8/15/2018

Year 2016-17 - As Reported

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	1	9	19	13	20	19	0	0	0	0	0	0	0	81
One or more suspensions	0	1	2	2	4	0	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	9	12	4	18	15	0	0	0	0	0	0	0	58
Level 1 on statewide assessment	0	0	0	0	24	18	0	0	0	0	0	0	0	42

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	3	3	1	16	7	0	0	0	0	0	0	0	30

Year 2016-17 - Updated

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	1	9	19	13	20	19	0	0	0	0	0	0	0	81
One or more suspensions	0	1	2	2	4	0	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	9	12	4	18	15	0	0	0	0	0	0	0	58
Level 1 on statewide assessment	0	0	0	0	24	18	0	0	0	0	0	0	0	42

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	3	3	1	16	7	0	0	0	0	0	0	0	30

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The lowest quartile in both ELA and math performed the lowest in the area of learning gains.

Which data component showed the greatest decline from prior year?

The lowest quartile in ELA showed the greatest decline from last year going from 43% proficiency to only 27% proficiency.

Which data component had the biggest gap when compared to the state average?

The lowest quartile in ELA showed the biggest gap when compared to the state average with Pine Meadow only have 27% proficiency and the state having 48% proficiency in this area.

Which data component showed the most improvement? Is this a trend?

Science had the most improvement going from 55% proficiency last year to 66% proficiency for the 2017/2018 school year.

Describe the actions or changes that led to the improvement in this area.

Fifth grade teachers did several activities that led to this improvement including science night with families as well as increasing hands on science activities during class time.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	63%	49%	56%	63%	46%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Learning Gains	47%	46%	55%	54%	46%	52%
ELA Lowest 25th Percentile	27%	40%	48%	53%	43%	46%
Math Achievement	70%	55%	62%	65%	52%	58%
Math Learning Gains	65%	57%	59%	52%	50%	58%
Math Lowest 25th Percentile	40%	48%	47%	32%	43%	46%
Science Achievement	66%	55%	55%	56%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	6 (1)	11 (9)	10 (19)	13 (13)	7 (20)	16 (19)	63 (81)
One or more suspensions	0 (0)	0 (1)	1 (2)	0 (2)	0 (4)	2 (0)	3 (9)
Course failure in ELA or Math	4 (0)	6 (9)	2 (12)	1 (4)	0 (18)	1 (15)	14 (58)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (0)	11 (24)	31 (18)	43 (42)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	70%	52%	18%	57%	13%
	2017	75%	59%	16%	58%	17%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	54%	51%	3%	56%	-2%
	2017	69%	49%	20%	56%	13%
Same Grade Comparison		-15%				
Cohort Comparison		-21%				
05	2018	66%	44%	22%	55%	11%
	2017	57%	47%	10%	53%	4%
Same Grade Comparison		9%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	72%	54%	18%	62%	10%
	2017	65%	54%	11%	62%	3%
Same Grade Comparison		7%				
Cohort Comparison						
04	2018	67%	58%	9%	62%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	81%	54%	27%	64%	17%
Same Grade Comparison		-14%				
Cohort Comparison		2%				
05	2018	72%	52%	20%	61%	11%
	2017	54%	50%	4%	57%	-3%
Same Grade Comparison		18%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	65%	55%	10%	55%	10%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	28	19	47	34	10	19				
BLK	42	41	16	48	46	21	50				
HSP	74	53		74	68						
MUL	74	57		74	57		70				
WHT	67	48	31	76	69	48	68				
FRL	56	42	24	68	61	35	52				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	24	23	29	42	39	27	8				
BLK	45	49	42	39	45	35	7				
HSP	79	73		79	91						
MUL	70	63		78	63		60				
WHT	72	61	48	73	58	56	66				
FRL	57	52	42	58	44	35	48				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Lower quartile in ELA and math
Rationale	Students in the lower quartile in ELA and math are not making the learning gains we want.
Intended Outcome	To increase the learning gains in both ELA and math for those students in the lower quartile
Point Person	Terri Fina (tfina1@ecsdfi.us)
Action Step	
Description	Hire a tutor to work specifically with 4th and 5th grade students in the lower quartile for math and ELA. Provide faculty with professional development in ELA and math Review data on a regular basis.
Person Responsible	Terri Fina (tfina1@ecsdfi.us)
Plan to Monitor Effectiveness	
Description	Review data from Star 360 and Iready.
Person Responsible	Terri Fina (tfina1@ecsdfi.us)

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

A written Parent and Family Engagement Plan (PFEP) in collaboration with parents, community stakeholders and school personnel responsible for implementing the plan. The PFEP will assess the previous year's PFEP results and current needs. The plan will outline goals, strategies and activities to better communicate with families and will focus on building the capacity of parents to address the needs of all students, in particular those most at-risk of not meeting challenging State academic standards. The PFEP will be reviewed by the district Title I office and the approved plan will be disseminated to parents and stakeholders. A family-School Compact will also be developed jointly with parents and other stakeholders. The school's Title I budget will directly support the PFEP.

PFEP Link

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

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.

The Pine Meadow guidance counselor is in charge of our mentoring program as well as tutoring program and is the contact people for a variety of other student services including beginning the MTSS process

and screening for gifted. The counselor schedules visits with music classes the first couple of weeks of school so students will begin to recognize her face and to initiate bullying prevention training. She will meet with students that teachers or parents refer as well as students that request to talk with her. The counselor will also promote a character trait that the school will focus on throughout the month, talking about the trait, giving examples and posting student examples on a bulletin board in the hallway. Pine Meadow also has an overlay counselor that comes to the school one day a week to provide additional counseling to students that need that service.

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

At Pine Meadow Elementary prior to the beginning of the school year kindergarten teachers have an orientation that is specifically and only for kindergarteners and their parents. Teachers also complete a brief screening all kindergarteners on that day.

The Head Start program has one unit located on our school campus. We work with the Head Start program to provide pre-kindergarten students an opportunity to visit kindergarten classrooms and tour the school prior to the end of the school year. Parents are invited to come and register their children and receive information (transportation, breakfast etc.) that will assist in the transition to our school.

Additionally voluntary pre-kindergarten programs are available through several private providers serving our school. These providers include Miss Kathy's, Malena's Preschool and Marcus Point Baptist Church Preschool.

For outgoing fifth graders middle schools send a representative to talk with each fifth grade class about middle school, identify important information and field any questions students may have.

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.

The leadership team meets on a regular basis to engage in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or high risk for not meeting benchmarks. Based on the above information the team will identify professional development and resources. The team will also collaborate, problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills. The team will facilitate the process of building consensus and making decisions about implementation. The team will provide data on Tier 1, 2 and 3 targets, academic, behavioral and social/emotional areas that need to be addressed; set clear expectations of instruction (Rigor, Relevance, Relationship); facilitate the development of a system approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining and Summarizing); and align processes and procedures.

Title I, Part A - Academic support is provided to ensure students requiring additional remediation are assisted through a part time tutor, remediation software programs and material.

Supplemental Academic Instruction (SA) monies are being used for remedial material and software to use when working with academically struggling students.

Title I, Part C - All migrant students will be provided support services by the district Title I office. Our local student information system (FOCUS) is used to track student data and is used to indicate the specific Title I services each migrant student will be provided (attendance, guidance, psychology services, dental and health services, nutrition assistance, outreach, advocacy, social services, transportation and/

or needs assessment services). The district Migrant Coordinator will monitor services and student needs.

Title I, Part D - Services to neglected and delinquent students are provided by various district-operated programs as needed. These services are overseen by the Alternative Education Department and focus on offering programs to students who are most at-risk of leaving school prior to graduations.

Title II - Professional learning opportunities are offered both at the school level and the district level. Please see each individual goal area for specific professional learning opportunities (in-service education).

Title III - ELL - Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services.

Title X Homeless - The school works with the district's Homeless Coordinator to provide transportation and resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The program is overseen by the District Title I office.

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

N/A

Part V: Budget

Total:	\$10,562.00
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