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Pinetta Elementary School

135 NE EMPRESS TREE AVE, Pinetta, FL 32350

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

Demographics

Principal: Yolanda Davis

Start Date for this Principal: 8/12/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	94%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: B (58%) 2016-17: A (63%) 2015-16: A (66%) 2014-15: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Madison County School Board on 10/7/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	32%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	B	A	A

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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. 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.

We believe all children can be successful, just not on the same day in the same way.

Provide the school's vision statement.

Pinetta Elementary School is committed to providing an environment which will enhance the growth and development of the whole child.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Kendrick, Amy	Principal	Mrs. Kendrick is in her 3rd year as the instructional leader of Pinetta Elementary and believes all students can learn, given the opportunity and the right tools.
Raines, Jennifer	Teacher, ESE	Mrs. Raines serves the whole school working with Exceptional Educational students, as well as Regular Education students meeting their individual needs.
Christmas, Lewis	Teacher, K-12	Mr. Christmas is a K-12 teacher
Minor, Christi	Other	Mrs. Minor serves a multi role position at the school. one of Coordinator and the other as RTI specialist. Mrs. Minor works with Mrs Raines to make sure students are receiving what they need and getting the individualized instruction. She also works with the teachers to serve their needs and develop them.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	3	4	1	4	3	9	0	0	0	0	0	0	0	24
One or more suspensions	0	0	0	2	1	5	0	0	0	0	0	0	0	8
Course failure in ELA or Math	2	3	0	7	6	1	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	4	2	7	0	0	0	0	0	0	0	13

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	2	0	3	3	3	0	0	0	0	0	0	0	12

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	3	1	0	4	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)

13

Date this data was collected or last updated

Friday 8/30/2019

Prior Year - 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	4	6	6	4	6	5	0	0	0	0	0	0	0	31
One or more suspensions	0	0	1	3	6	5	0	0	0	0	0	0	0	15
Course failure in ELA or Math	2	0	0	0	1	1	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	3	9	4	0	0	0	0	0	0	0	16

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	1	0	4	4	0	0	0	0	0	0	0	10

Prior Year - 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	3	4	1	4	3	9	0	0	0	0	0	0	0	24
One or more suspensions	0	0	1	2	1	5	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	0	0	0	6	1	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	0	2	7	0	0	0	0	0	0	0	9

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	2	3	3	3	4	0	0	0	0	0	0	0	16

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	53%	52%	57%	56%	51%	55%
ELA Learning Gains	45%	50%	58%	50%	47%	57%
ELA Lowest 25th Percentile	33%	49%	53%	55%	47%	52%
Math Achievement	66%	57%	63%	75%	72%	61%
Math Learning Gains	65%	49%	62%	76%	60%	61%
Math Lowest 25th Percentile	53%	43%	51%	58%	48%	51%
Science Achievement	53%	56%	53%	72%	48%	51%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	3 (4)	4 (6)	1 (6)	4 (4)	3 (6)	9 (5)	0 (0)	24 (31)
One or more suspensions	0 (0)	0 (0)	0 (1)	2 (3)	1 (6)	5 (5)	0 (0)	8 (15)
Course failure in ELA or Math	2 (2)	3 (0)	0 (0)	7 (0)	6 (1)	1 (1)	0 (0)	19 (4)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	4 (3)	2 (9)	7 (4)	0 (0)	13 (16)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	44%	40%	4%	58%	-14%
	2018	73%	55%	18%	57%	16%
Same Grade Comparison		-29%				
Cohort Comparison						
04	2019	57%	50%	7%	58%	-1%
	2018	54%	48%	6%	56%	-2%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		3%				
Cohort Comparison		-16%				
05	2019	53%	46%	7%	56%	-3%
	2018	61%	38%	23%	55%	6%
Same Grade Comparison		-8%				
Cohort Comparison		-1%				
06	2019					
	2018					
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	60%	45%	15%	62%	-2%
	2018	64%	60%	4%	62%	2%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	61%	51%	10%	64%	-3%
	2018	63%	56%	7%	62%	1%
Same Grade Comparison		-2%				
Cohort Comparison		-3%				
05	2019	67%	44%	23%	60%	7%
	2018	76%	44%	32%	61%	15%
Same Grade Comparison		-9%				
Cohort Comparison		4%				
06	2019					
	2018					
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	49%	42%	7%	53%	-4%
	2018	66%	38%	28%	55%	11%
Same Grade Comparison		-17%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C 2017-18
SWD	33	36		62	71		42				

2019 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 2017-18	C & C Accel 2017-18
BLK	30	33		32	53						
WHT	60	49	40	72	67	45	56				
FRL	51	40	23	62	63	46	57				
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	33	44		52	56						
BLK	40	47		56	58	50					
WHT	71	60		73	69		95				
FRL	57	58	42	68	69	40	63				
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	43			65							
BLK	28			50							
WHT	64	50		79	76		71				
FRL	48	58		69	77						

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	368
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA lowest 25th component showed the lowest performance at 33%. There were several contributing factors to the ELA scores not progressing as well as they should have. First, one of our teachers was new to the school, and another was new to the grade level. Another contributing factor could be the high number of SWD students in the 5th grade. Although these students made gains, it was not enough to count towards the states mandated measurement to count.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science component showed the greatest decline dropping 17 points from the prior year from 70% to 53%. There are several factors that could possibly contribute to this. Last year was the Science adoption year and Madison County School System chose to adopt Pearson Elevate, leaving Houghton Mifflin Harvcourt Fusion. Also, Pinetta Elementary had a new Science teacher teaching science to a large 5th grade, half that were labeled SWD.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Compared to the state average, reading shows the greatest gap. There is only a -4% gap between the state average and Pinetta in reading achievement. There is a -13% gap in learning gains and a -20% gap in lowest 25th percentile in reading compared to the state average.

This year there were two new reading teachers to Pinetta Elementary School. Both of the teachers were Effective teachers who came to Pinetta from a neighboring lower achieving school in the district. Mrs. Stacy Lee has had teaching experience in the upper grades, but Mrs. Emily Shadricks experience comes mostly from 2nd grade.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component which made the most gains was Math bottom 25% with 37% making gains on 2018 to 53% making gains on 2019 Math FSA. Although one of our teacher was new to the school and grade level, the other teacher is a experienced teacher with 39 years experience. A new action the school was utilizing was Team Time. During this time, students are broken into small groups to work on specific skills that need remediation.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

There is definitely a link and trend with the number of absences and it effects on student learning as it results to student retention's and student achievement on Math and Reading FSA. We will continue to recognize perfect attendance at every 9 week Pow-Wow. We will also continue to meet as SIT on students that have a high number of absences.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA Lowest 25th Percentile
2. ELA Learning Gains
3. ELA Achievement (including black/non-Hispanic. This sub group fell below the recommended 41%, at 37%)
4. Science
5. Math Lowest 25th Percentile

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Learning Gains will improve in reading from 45% making gains to 60% making gains.
Rationale	Because we continue to receive students from other schools that are not on grade level, the teachers are to focus on students individual needs, in an effort to move them closer to being on grade level.
State the measurable outcome the school plans to achieve	Using the 2020 Reading FSA data, reading gains will improve from 45% to 60%.
Person responsible for monitoring outcome	Amy Kendrick (amy.kendrick@mcsbfl.us)
Evidence-based Strategy	Every grade level will have a 30 minute "Team Time" that students will receive tiered instruction based on their individual needs, as measured by iReady and Read Naturally placements.
Rationale for Evidence-based Strategy	Students will spend 30 minutes a day doing Read Naturally, which is a district approved intervention listed in the District Reading Plan. This is a research based program which utilizes research based reading strategies, such as teacher modeling, repeated reading, and progress monitoring.
Action Step	
Description	<ol style="list-style-type: none"> 1. Assess students on iReady and Read Naturally placements to find skills that need remediation. 2. Place students in grouped based on needs. 3. Meet daily during Team Time to re-mediate. 4. Document progress using the 4 step MTSS cycle (Identify, analyze, implement, and reflect)
Person Responsible	Amy Kendrick (amy.kendrick@mcsbfl.us)

#2	
Title	According to ESSA (Every Student Succeeds Act) Black/Non-Hispanic students scores fell below the 41% to 37% in reading and math achievement.
Rationale	Because PES reading achievement was only 53%, dropping 11%, from 64% the year before. ELA achievement levels are one of the areas of focus being addressed. Due to school choice, students come to PES from other schools in the district below grade level.

State the measurable outcome the school plans to achieve	Based on the 2020 FSA reading achievement, black/non Hispanic students will meet the Federal Index of 41% or above.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Every grade level will have a 30 minute "Team Time" that students will receive Tiered instruction based on their individual needs, as measured by iReady and Read Naturally placements.
Rationale for Evidence-based Strategy	Students will spend 30 minutes a day doing Read Naturally, which is a district approved intervention listed in the District Reading Plan. This is a research based program which utilizes research based reading strategies, such as teacher modeling, repeated reading, and progress monitoring.

Action Step	
Description	<ol style="list-style-type: none"> 1. Assess students on iReady and Read Naturally placements to find skills that need remediation. 2. Place students in grouped based on needs. 3. Meet daily during Team Time to re-mediate. 4. Document progress using the 4 step MTSS cycle (Identify, analyze, implement, and reflect)
Person Responsible	Amy Kendrick (amy.kendrick@mcsbfl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Based on 2019 SSS Science assessment, we dropped 17% from the 2018 SSS Science Assessment.

As a school, Pinetta Elementary School will be utilizing inquiry based learning and project based learning in science and in all grades.

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 Schoolwide Improvement Plan 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.

Pinetta Elementary School believes in involving parents in all aspects of school life. The Parent/Teacher Organization (PTO) holds monthly meetings, and all parents are invited to attend. Our SAC team meets quarterly prior to PTO meetings.

The PTO sponsors family programs at P.E.S. throughout the year. These activities may include Muffins with Mom, Donuts with Dad, Lunch with Grandparents, Family Talent Show, etc. At the beginning of the school term, P.E.S. holds an Open House for its parents to meet the teachers and ask any questions they may have concerning the school year.

Pinetta Elementary hosts a Literacy Night in the fall of every school year. Teachers prepare quick learning activities that the parents can make and take home to work with their students.

Teachers hold parent conferences at various times during the day (during school and after school) to accommodate parents' schedules. Parent data chats are scheduled at least once during the school year to review student current and past data.

ClassDojo has been implemented this year school-wide from grades PreK to 5. Through ClassDojo, teachers communicate behavior, good or bad; share student work; and communicate with parents on a weekly, sometimes daily, basis. Peachjar is being implemented district wide. This is a site that allows the school to develop online flyers to disseminate regarding upcoming events.

Monthly, each teacher chooses a Citizen of the Month, This student has zero behavior problems and is a positive role model to their peers. Full Circle Dairy, a local dairy company, sponsors a monthly ice cream party to celebrate these individuals.

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.

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.

Mrs. Christi Minor, Curriculum Coordinator, heads up the school-level Postive Behavior Intervention System (PBIS) at the school. Because of the school's size, every teacher is a member. PBIS started a new system called the "Check In/Check Out" system. Principal Kendrick looked at the 2018 school year referrals and teamed those students needing support with mentor teachers. Each day, those students, as well as other students who are recognized as students with great needs, meet with their mentor teachers to set weekly goals and build relationships.

Pinetta Elementary School holds frequent meetings and conferences to support the Multi-Tiered System of Support (MTSS) requirements and strategies. P.E.S. staff work in collaboration with the district school board office to monitor and ensure each child receives the necessary supports and interventions,

whether it be for academic or behavioral needs. 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.

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 parents and students an opportunity to get familiar with the kindergarten surroundings, as well as an opportunity to meet their teacher.

During the first 30 days of school, teachers will administer the STAR Early Literacy Assessment to all kindergarten students who were not retained the prior year. This screener will let the teachers know which students are ready to assume the responsibilities of a Kindergarten student.

Our 5th grade students participate in 6th grade orientation at Madison County Central School. 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 follow.

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 RTI, conducts assessments of the RTI skills, ensures the implementation of interventions and supports it with the necessary documentation.

Mrs. Kendrick has implemented weekly PLCs every Thursday. At this time the ESE support teachers, Curriculum Coordinator, and Principal rotate to the different planning periods and meet with every grade level to discuss interventions, students, and the needs of the teachers.

Christi Minor is Curriculum Coordinator/Instructional Coach and serves as the MTSS Coordinator at Pinetta Elementary. Mrs. Minor 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 provide early intervention 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.

As funds are available, the school will provide services to ensure students gain additional remediation. The district coordinates with Title II in ensuring staff development needs are addressed. Part C funds provide for a migrant program supervisor who then provides services to migrant families. The district also

provides 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 available 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.

The Olweus Bullying Curriculum and Positive Action curriculum were purchased in the past through a Safe Schools/Healthy Students Federal Grant and can be used in our classrooms as our violence prevention programs.

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

Pinetta Elementary School will have a career awareness day during the 2019-2020 school year. We will invite an array of different professionals in order to expose our students to possible career options for their future. Kindergarten and first grades take a tour of the community post office, police department, and fire stations as they study their unit of instruction on community helpers. This will enhance their career awareness.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Learning Gains will improve in reading from 45% making gains to 60% making gains.	\$0.00
2	III.A.	Areas of Focus: According to ESSA (Every Student Succeeds Act) Black/Non-Hispanic students scores fell below the 41% to 37% in reading and math achievement.	\$0.00
Total:			\$0.00