

The School District of Lee County

# Pine Island Elementary School



## 2020-21 Schoolwide Improvement Plan

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# Pine Island Elementary School

5360 RIDGEWOOD DR, Bokeelia, FL 33922

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

## Demographics

**Principal: Thomas Millins**

Start Date for this Principal: 7/1/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (61%) 2017-18: A (66%) 2016-17: A (64%) 2015-16: A (71%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## 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](http://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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## Pine Island Elementary School

5360 RIDGEWOOD DR, Bokeelia, FL 33922

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

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	I	B	A	A

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### SIP Authority

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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.**

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

**Provide the school's vision statement.**

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

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
	Teacher, K-12	
Schaal, Shannon	Instructional Technology	<ul style="list-style-type: none"> <li>- Facilitates Professional Development to faculty in areas of technology</li> <li>- Disseminates information from the district to faculty</li> <li>- Provides support to faculty in hardware and software needs</li> <li>- Facilitates a Technology class weekly</li> <li>- Provides instruction to students on instructional technology</li> <li>- Assist parents in use of technology</li> <li>- Share with leadership status of ELL students and needs for student success</li> <li>- Training for staff on monitoring, grading, communication and other requirements for ELL students</li> </ul>
Bernard, Lora	Teacher, K-12	<ul style="list-style-type: none"> <li>-May facilitate Professional Development to faculty</li> <li>-May act as Math, Reading, or Science contacts, as well as coaches</li> <li>-Spokespeople for their grade levels, front-loading ideas and bringing team concerns to the table</li> <li>-Keep notes and minutes for weekly grade-level PLCs</li> <li>-Responsible for relaying needs to administration and maintaining budgets within their allowances</li> <li>- Attends weekly and bi-weekly PLC grade level and full faculty meetings as well as leadership meetings. The 4 PLC questions are asked and answered at these meetings.</li> </ul>
Dooley, Summer	Teacher, K-12	<ul style="list-style-type: none"> <li>-May facilitate Professional Development to faculty</li> <li>-May act as Math, Reading, or Science contacts, as well as coaches</li> <li>-Spokespeople for their grade levels, front-loading ideas and bringing team concerns to the table</li> <li>-Keep notes and minutes for weekly grade-level PLCs</li> <li>-Responsible for relaying needs to administration and maintaining budgets within their allowances</li> <li>- Attends weekly and bi-weekly PLC grade level and full faculty meetings as well as leadership meetings. The 4 PLC questions are asked and answered at these meetings.</li> </ul>
Frahm, Cathy	Teacher, K-12	<ul style="list-style-type: none"> <li>-May facilitate Professional Development to faculty</li> <li>-May act as Math, Reading, or Science contacts, as well as coaches</li> <li>-Spokespeople for their grade levels, front-loading ideas and bringing team concerns to the table</li> <li>-Keep notes and minutes for weekly grade-level PLCs</li> <li>-Responsible for relaying needs to administration and maintaining budgets within their allowances</li> <li>- Attends weekly and bi-weekly PLC grade level and full faculty meetings as well as leadership meetings. The 4 PLC questions are asked and answered at these meetings.</li> </ul>



Name	Title	Job Duties and Responsibilities
Cann, Jennifer	Teacher, K-12	<ul style="list-style-type: none"> <li>-May facilitate Professional Development to faculty</li> <li>-May act as Math, Reading, or Science contacts, as well as coaches</li> <li>-Spokespeople for their grade levels, front-loading ideas and bringing team concerns to the table</li> <li>-Keep notes and minutes for weekly grade-level PLCs</li> <li>-Responsible for relaying needs to administration and maintaining budgets within their allowances</li> <li>- Attends weekly and bi-weekly PLC grade level and full faculty meetings as well as leadership meetings. The 4 PLC questions are asked and answered at these meetings.</li> </ul>
Benjamin, Nancy	Teacher, K-12	<ul style="list-style-type: none"> <li>-May facilitate Professional Development to faculty</li> <li>-May act as Math, Reading, or Science contacts, as well as coaches</li> <li>-Spokespeople for their grade levels, front-loading ideas and bringing team concerns to the table</li> <li>-Keep notes and minutes for weekly grade-level PLCs</li> <li>-Responsible for relaying needs to administration and maintaining budgets within their allowances</li> <li>- Attends weekly and bi-weekly PLC grade level and full faculty meetings as well as leadership meetings. The 4 PLC questions are asked and answered at these meetings.</li> </ul>
Kunkel, Amber	Teacher, K-12	<ul style="list-style-type: none"> <li>-May facilitate Professional Development to faculty</li> <li>-May act as Math, Reading, or Science contacts, as well as coaches</li> <li>-Spokespeople for their grade levels, front-loading ideas and bringing team concerns to the table</li> <li>-Keep notes and minutes for weekly grade-level PLCs</li> <li>-Responsible for relaying needs to administration and maintaining budgets within their allowances</li> <li>- Attends weekly and bi-weekly PLC grade level and full faculty meetings as well as leadership meetings. The 4 PLC questions are asked and answered at these meetings.</li> </ul>
Nelson, Mendy	Instructional Coach	<ul style="list-style-type: none"> <li>-Provides mentoring and coaching in academic areas of need</li> <li>-Facilitates Professional Development to faculty and staff</li> <li>-Often MTSS team facilitator</li> <li>-Schedules and attends MTSS team meetings</li> <li>-Maintains log of all students involved in the MTSS process</li> <li>-Sends parent invites</li> <li>-Completes necessary MTSS forms</li> <li>- Attends weekly and bi-weekly PLC grade level and full faculty meetings as well as leadership meetings. The 4 PLC questions are asked and answered at these meetings.</li> </ul>
Williams, Sandra	Attendance/ Social Work	<ul style="list-style-type: none"> <li>- Collect school wide attendance data for team to use in determining students who are at risk for high attendance issues</li> <li>- Assists social worker with communication with families with students who have high at risk attendance issues</li> </ul>

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>- Provides administration with attendance report bi-quarterly for review</li> <li>- Documents students who leave early or arrive tardy to school as well as absences (excused as well as unexcused)</li> </ul>
Williamson, Amy	School Counselor	<ul style="list-style-type: none"> <li>-Provides guidance lessons to all students in the K-5 classrooms</li> <li>-Conducts individual and small group counseling sessions when needed</li> <li>-Communicates with parents about student needs</li> <li>-Facilitates a check in/check out program for students in the MTSS process</li> <li>-Often MTSS team facilitator and Child Study Team note taker</li> <li>-Conducts social-developmental history interviews when requested</li> <li>- Attends weekly and bi-weekly PLC grade level and full faculty meetings as well as leadership meetings. The 4 PLC questions are asked and answered at these meetings.</li> </ul>
Millins, Thomas	Principal	

### Demographic Information

#### Principal start date

Wednesday 7/1/2020, Thomas Millins

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

**Total number of teacher positions allocated to the school**

11

#### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No

<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (61%) 2017-18: A (66%) 2016-17: A (64%) 2015-16: A (71%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	34	29	38	33	28	31	0	0	0	0	0	0	0	193
Attendance below 90 percent	3	0	2	7	1	1	0	0	0	0	0	0	0	14
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	3	0	1	1	0	1	0	0	0	0	0	0	0	6
Course failure in Math	3	1	0	1	0	1	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	3	0	0	0	1	0	1	0	0	0	0	0	0	5

**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	4	0	1	0	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Saturday 10/24/2020

**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	
Number of students enrolled	51	38	25	35	49	36	0	0	0	0	0	0	0	234
Attendance below 90 percent	5	2	1	6	2	2	0	0	0	0	0	0	0	18
One or more suspensions	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Course failure in ELA or Math	3	14	0	4	4	1	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	2	8	2	0	0	0	0	0	0	0	12

**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	3	0	0	1	4	2	0	0	0	0	0	0	0	10

**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	2	0	0	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

**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	
Number of students enrolled	51	38	25	35	49	36	0	0	0	0	0	0	0	234
Attendance below 90 percent	5	2	1	6	2	2	0	0	0	0	0	0	0	18
One or more suspensions	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Course failure in ELA or Math	3	14	0	4	4	1	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	2	8	2	0	0	0	0	0	0	0	12

**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	3	0	0	1	4	2	0	0	0	0	0	0	0	10

**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	2	0	0	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

## 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	66%	57%	57%	76%	55%	55%
ELA Learning Gains	55%	56%	58%	55%	53%	57%
ELA Lowest 25th Percentile	50%	50%	53%	38%	49%	52%
Math Achievement	78%	62%	63%	88%	60%	61%
Math Learning Gains	60%	65%	62%	70%	60%	61%
Math Lowest 25th Percentile	33%	54%	51%	50%	50%	51%
Science Achievement	82%	52%	53%	68%	51%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

**Grade Level Data**

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

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019	73%	58%	15%	58%	15%
	2018	67%	55%	12%	57%	10%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	56%	55%	1%	58%	-2%
	2018	67%	53%	14%	56%	11%
Same Grade Comparison		-11%				
Cohort Comparison		-11%				
05	2019	79%	54%	25%	56%	23%
	2018	63%	52%	11%	55%	8%
Same Grade Comparison		16%				
Cohort Comparison		12%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019	77%	61%	16%	62%	15%
	2018	85%	58%	27%	62%	23%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	76%	62%	14%	64%	12%
	2018	79%	58%	21%	62%	17%
Same Grade Comparison		-3%				
Cohort Comparison		-9%				
05	2019	85%	58%	27%	60%	25%
	2018	75%	57%	18%	61%	14%
Same Grade Comparison		10%				
Cohort Comparison		6%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2019	82%	50%	32%	53%	29%
	2018	70%	52%	18%	55%	15%
Same Grade Comparison		12%				
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 Accel 2017-18
SWD	38	50		33							
HSP	53	38		69	52		67				
WHT	77	66	70	85	66		94				
FRL	59	50	46	69	58	31	78				
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	44			69							
ELL	33			50							
HSP	58	47		77	67		56				
WHT	75	64		89	71		82				
FRL	63	42		82	70	80	60				
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	71			75							
HSP	74	58	50	81	65	50	60				
WHT	80	55		91	71		72				
FRL	75	45	36	91	69	50	61				

### 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	59
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	411
Total Components for the Federal Index	7
Percent Tested	91%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

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%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	76
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0



Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## 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.**

The data component that showed the lowest performance was Math Lowest 25% at 33%. Although math proficiency was one of highest performing components the students in the lowest 25% did not perform at the same level. This was especially true in 4th grade. This is a trend as 4th grade students have performed the lowest for the past 2 years. We believe that one of the contributing factors was the academic plan and students not having some of the foundational skills to build on. This is especially difficult for lower performing students to understand. In addition, we focused a lot on the lowest 25% in ELA through Read 180 and not as much in math.

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

Our data component that showed the greatest decline from the prior school year was Math Lowest 25%. We decreased from 63% to 33% for a decline of 30 percentage points. This is not a trend as we were at 50% the year prior. At this time, we do not have grade level specific information so it is hard to surmise if there is one grade level over another one that was affected more heavily than others. Teachers report that a portion of this was due to the change in the scope and sequence of the academic plan. We also did not have 95% of our students in 3rd-5th grade tested.

#### **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.**

The data component that had the biggest gap compared to the state average was science achievement. We scored 29 percentage points higher than the state average. We attribute this to a systematic hands-on approach to science beginning in Kindergarten and continuing through every grade level as well as students having a weekly special area focused on STEM. Our learning gains and lowest 25% in both ELA and math were below the state's performance. We attribute this to the programs we used and not tightly aligning them to the standards where our lowest performing students were struggling. This has been a trend over the last 2 years, we have not seen success with the Read 180 program or System 44. In addition, we spent a great deal of time and resources with these programs and did not give as much attention to math.

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

The data component that showed the most improvement was Science Achievement. We increased by 10 percentage points. This has been a trend for us. In the previous year, Science increased 4 points as well. Our school has put an emphasis on instructing students on Science standards in the primary

and early intermediate grades so that they have a solid foundation when arriving in 5th grade. There is also an expectation that all students participate in our Schoolwide Science Fair.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

One potential area of concern are our 1st graders going to 2nd grade. We had 14 course failures with none of those students being retained. They will need heavy interventions in order to be successful. An additional area of concern is the number of 4th graders who scored a Level 1 on the standardized test but did not show course failures during the school year. Special consideration to the assessments given and alignment of them will be monitored in the upcoming year.

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

1. 5th grade Math Learning Gains & Lowest 25% including students with disabilities
2. 4th grade Math Learning Gains & Lowest 25% including students with disabilities
3. 3rd grade ELA and Math Achievement
4. Students with less than 90% attendance rate
5. Reducing the number of suspensions

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	Primary elementary math skills provide the foundation for all higher level math applications and problem solving. It is imperative that students are proficient in the these standards. Although 78% of our students were proficient in math, only 60% percent made learning gains and this percentage decreased 10 points from the following year. We would like to increase the number of students who are making learning gains in math so that all students are continuously progressing.
<b>Measurable Outcome:</b>	By the end of the 2020-2021 school year, 75% of all students in grade 5 will make learning gains in math. In addition 50% of our lowest 25% of students in math will make a learning gain as measured by the Spring 2021 FSA.
<b>Person responsible for monitoring outcome:</b>	Thomas Millins (thomascm@leeschools.net)
<b>Evidence-based Strategy:</b>	<p>We will use grade level PLC meetings and monthly school wide PLCs to evaluate student data specifically targeting our lowest 25% and those students who did not make a learning gain last year. Progress Monitoring data will be used at these meetings to determine mastery. To specifically target our ESSA subgroup of students with disabilities we will collect data on a weekly basis according to the individual student's IEP goals. The data that will be collected will be weekly skill checks, formative problem solving checks and math fact fluency. The data will be graphed and reported on the quarterly IEP progress reports. In addition STAR math will be used to progress monitor quarterly and the instructional planning report will assist in grouping students and guiding instruction.</p> <p>Small group instruction during EAGLE time and with our ESE teacher and resource teacher will be implemented daily along with individual or small group testing. Students will be instructed using multiple modalities.</p> <p>The Professional Learning Community at Work (PLC) model offers a systems approach to school improvement. Teachers are organized into grade level, course specific, or interdisciplinary collaborative teams in which educators work interdependently to achieve common goals for which members are mutually accountable. A process is put in place to ensure teams clarify the essential learnings for each course, grade level, and unit of instruction; establish consistent pacing; create frequent common assessments to monitor student learning, and agree on the criteria they will use to judge the quality of student work. Each team then uses the evidence of student learning to identify individual students who need additional time and support, to discover problematic areas of the curriculum that require the attention of the team, and to help each member become aware of his or her instructional strengths and weaknesses.</p>
<b>Rationale for Evidence-based Strategy:</b>	

**Action Steps to Implement**

1. Adhere to the scheduled Grade level and full faculty PLC schedule
2. Teachers will complete a PLC plan at each meeting to help guide the next steps to helping those students who are not making adequate progress
3. Teachers are given the opportunity to request additional resources that would help aid in the task of helping all students make a gain with a special focus on those in the lowest 25%.
4. Administration will be present at these meeting to facilitate the 4 essential questions in addition to any other pertinent information
5. Teachers will meet quarterly with the grade levels above and below them to ensure that they are on track for learning above and below grade levels.
6. Quarterly data chats with grade level teachers and schoolwide stakeholders to name students who

need additional support.

7. Intervention time during which students move among teachers to target specific learning needs based on standards.
8. Implementation of High Yield strategies and higher order thinking skills when appropriate to the lesson.
9. Plan for professional development using curriculum guides and instructional guides from the district.
10. Review CASTLE features and dashboard for collecting and evaluating of data
11. Continued implementation of quality practices to include data binders, student reflection on data and student led conferences.
12. Administration will perform classroom walkthroughs and coaching focusing on differentiation and targeted instruction
13. Professional development on high yield strategies and most effective teaching practices

**Person Responsible** Thomas Millins (thomascm@leeschools.net)

**#2. Instructional Practice specifically relating to Math**

<b>Area of Focus Description and Rationale:</b>	Primary elementary math skills provide the foundation for all higher level math applications and problem solving. It is imperative that students are proficient in the these standards. Although 78% of our students were proficient in math, only 60% percent made learning gains and this percentage decreased 10 points from the following year. We would like to increase the number of students who are making learning gains in math so that all students are continuously progressing.
<b>Measurable Outcome:</b>	By the end of the 2020-2021 school year, 75% of all students in grade 4 will make learning gains in math. In addition 50% of our lowest 25% of students in math will make a learning gain as measured by the Spring 2021 FSA.
<b>Person responsible for monitoring outcome:</b>	Thomas Millins (thomascm@leeschools.net)
<b>Evidence-based Strategy:</b>	<p>We will use grade level PLC meetings and monthly school wide PLCs to evaluate student data specifically targeting our lowest 25% and those students who did not make a learning gain last year. Progress Monitoring data will be used at these meetings to determine mastery. To specifically target our ESSA subgroup of students with disabilities we will collect data on a weekly basis according to the individual student's IEP goals. The data that will be collected will be weekly skill checks, formative problem solving checks and math fact fluency. The data will be graphed and reported on the quarterly IEP progress reports. In addition STAR math will be used to progress monitor quarterly and the instructional planning report will assist in grouping students and guiding instruction.</p> <p>Small group instruction during EAGLE time and with our ESE teacher and resource teacher will be implemented daily along with individual or small group testing. Students will be instructed using multiple modalities.</p> <p>The Professional Learning Community at Work (PLC) model offers a systems approach to school improvement. Teachers are organized into grade level, course specific, or interdisciplinary collaborative teams in which educators work interdependently to achieve common goals for which members are mutually accountable. A process is put in place to ensure teams clarify the essential learnings for each course, grade level, and unit of instruction; establish consistent pacing; create frequent common assessments to monitor student learning, and agree on the criteria they will use to judge the quality of student work. Each team then uses the evidence of student learning to identify individual students who need additional time and support, to discover problematic areas of the curriculum that require the attention of the team, and to help each member become aware of his or her instructional strengths and weaknesses.</p>
<b>Rationale for Evidence-based Strategy:</b>	

**Action Steps to Implement**

1. Adhere to the scheduled Grade level and full faculty PLC schedule
2. Teachers will complete a PLC plan at each meeting to help guide the next steps to helping those students who are not making adequate progress
3. Teachers are given the opportunity to request additional resources that would help aid in the task of helping all students make a gain with a special focus on those in the lowest 25%.
4. Administration will be present at these meeting to facilitate the 4 essential questions in addition to any other pertinent information
5. Teachers will meet quarterly with the grade levels above and below them to ensure that they are on track for learning above and below grade levels.
6. Quarterly data chats with grade level teachers and schoolwide stakeholders to name students who

need additional support.

7. Intervention time during which students move among teachers to target specific learning needs based on standards.
8. Implementation of High Yield strategies and higher order thinking skills when appropriate to the lesson.
9. Plan for professional development using curriculum guides and instructional guides from the district.
10. Review CASTLE features and dashboard for collecting and evaluating of data
11. Continued implementation of quality practices to include data binders, student reflection on data and student led conferences.
12. Administration will perform classroom walkthroughs and coaching focusing on differentiation and targeted instruction
13. Professional development on high yield strategies and most effective teaching practices

**Person Responsible** Thomas Millins (thomascm@leeschools.net)

**#3. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	Research has shown that reinforcing the effectiveness of instruction in alphabetics, fluency, and vocabulary, providing instruction in broad oral language skills, integrating all aspects of reading instruction, and ensuring that each student reads connected text every day to support reading accuracy, fluency, and comprehension will provide students with a solid foundation on which to build higher level literacy skills.
<b>Measurable Outcome:</b>	We will reduce the number of course failures of students in 3rd grade from 14 to less than 8 in ELA and Math as measured by the EWS by the end of the 2020-2021 school year.
<b>Person responsible for monitoring outcome:</b>	Thomas Millins (thomascm@leeschools.net)
<b>Evidence-based Strategy:</b>	The evidence based strategies that we will use will be curriculum maps, instructional guides and interventions & feedback. To specifically target our ESSA subgroup of students with disabilities we will collect data on a weekly basis according to the individual student's IEP goals. The data that will be collected will be weekly skill checks, formative problem solving checks and math fact fluency. The data will be graphed and reported on the quarterly IEP progress reports. In addition STAR math will be used to progress monitor quarterly and the instructional planning report will assist in grouping students and guiding instruction.
<b>Rationale for Evidence-based Strategy:</b>	Small group instruction during EAGLE time and with our ESE teacher and resource teacher will be implemented daily along with individual or small group testing. Students will be instructed using multiple modalities.  The curriculum maps and instructional guides provide teachers with a roadmap of the standards that need to be mastered along with a scope and sequence. In addition, it supports the teachers with additional resources for standards based instruction. Our school believes in problem solving and monitoring student progress to determine student's level of understanding and need for support. We implement interventions based on student's needs and provide feedback to support individualized learning

**Action Steps to Implement**

1. Students who are performing 6 months or more below grade level will have an MTSS plan with interventions
2. A parent conference will be held with students who are earning lower than a C, classroom interventions will be shared with the parent and at home strategies will be shared.
3. A paraprofessional will be assigned to 2nd grade and will assist in the classroom during the ELA block, the differentiation block and Math Block.
4. The ESE teacher will closely monitor students with IEPs and will collaborate with teachers regarding student progress.
5. PLC meetings will be held weekly and specific data will be discussed to monitor achievement data and trends.
6. Administration will hold data chats with 2nd grade teachers to discuss specific students who are not mastering standards and brainstorm strategies to assist them.
7. MTSS meetings will be held quarterly to progress monitor students.
8. Teachers will be given common planning time and semesterly planning time to review the curriculum maps and instructional guides and plan their instruction.
9. Saxon phonics will be implemented to assist in building strong phonics skills.
10. Continued implementation of quality practices to include data binders, student reflection on data and



student led conferences.

11. Administration will perform classroom walkthroughs and coaching focusing on differentiation and targeted instruction

12. Professional development on the implementation of curriculum guides and instructional strategies, high yield strategies and most effective teaching practices

**Person Responsible** Thomas Millins (thomascm@leeschools.net)

#### #4. Culture & Environment specifically relating to Discipline

**Area of Focus**  
**Description and Rationale:** The ability of students and others in the classroom to learn is directly affected by a student's behavior. Frequent disruptive behavior and that which results in a referral leading to out of school or in school suspension negatively impacts a student's learning.

**Measurable Outcome:** By June 2021, the number of students who receive one or more referrals will be decreased to 5 or less students as measured by the reporting system in FOCUS.

**Person responsible for monitoring outcome:** Thomas Millins (thomascm@leeschools.net)

**Evidence-based Strategy:** The evidence based strategy that we will use for this will be creating a school where there is a special focus placed on a positive culture, a foundational understanding of a universal framework for social emotional learning, and fosters a supportive environment for the school mental health team to implement effective school-based interventions.

**Rationale for Evidence-based Strategy:** According to the article "Accelerating Positive School Culture and Discipline Practices through the Charter Sector," the author states research shows that creating a positive school climate can help districts, schools, and teachers meet key goals including boosting student achievement and closing achievement gaps, increasing high school graduation rates, decreasing teacher turnover and increasing teacher satisfaction, and turning around low-performing schools. Positive school climates also enhance safety in the school and community by increasing communication among students, families, and faculty, and reducing violence and bullying. Professional Development can be used to develop supportive classrooms and schools that prevent conflict and support the diversity of student needs, including social and emotional skills development and mental health services.

#### Action Steps to Implement

1. Professional Development on TEACH and diversity awareness for staff and students.
2. Child Study Team meetings will be held with stakeholders for students who receive 2 or more referrals.
3. The school counselor will develop a check in/ check out system for students who would benefit from it.
4. Weekly, Monthly and Quarterly students will be recognized through Student of the Month, Principal Parties, and award ceremonies for displaying the school's core values of being kind, caring, respectful, responsible, and safe.
5. Mental Health Team meetings will be held to discuss and monitor students who are showing early warning indicators. Preventions and interventions will be determined for these students to meet success.
6. Individual and small group counseling will be available for students who would benefit from it.
7. Classroom counseling will take place on a monthly basis to review positive character traits and ways to display them at school.

**Person Responsible** Thomas Millins (thomascm@leeschools.net)



**#5. Culture & Environment specifically relating to Student Attendance**

**Area of Focus Description and Rationale:** Students who attend school regularly have more exposure to the curriculum and as a result have a greater opportunity to learn. Data has proven that when students are habitually absent, they are more likely to be in the lowest 25% of all students and not have significant learning gains. An example of this is our former 3rd grader who had to be retained missed almost half of the school year.

**Measurable Outcome:** Decrease the number of students who miss more than 10% of school days (18 school days) to no more than 5% of the student population (approximately 12 students) over the course of the year.

**Person responsible for monitoring outcome:** Thomas Millins (thomascm@leeschools.net)

**Evidence-based Strategy:** The evidence based strategy that we will use for this will be positive preventions with a focus on attendance.

**Rationale for Evidence-based Strategy:** Positive preventions promote and reinforce positive attendance and behavior which leads to higher levels of course and class performance. Through these preventions and identifying students with chronic absenteeism, we can provide appropriate supports to increase attendance rates. In the article "Every School Day Counts," the author states although teacher effectiveness is primary to a student's success, chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.

**Action Steps to Implement**

1. The MTSS team will develop a plan to monitor students who exhibit high percentages of absenteeism
2. A positive recognition program will be created where if 100% of students in a classroom are present, they will earn a letter a day until they spell "Perfect Attendance." Then a reward will be given to the class.
3. Students who achieve perfect attendance for the quarter and the year will be recognized at the respective awards ceremonies.
4. An attendance contract will be developed between administration, parents and students for those students who are displaying chronic absenteeism. Conferences will be held to discuss the progress of the contract.
5. Mental Health Team meetings will be held to determine if there is a correlation between students on attendance watch vs. those on the mental health team watch. Preventions and interventions will be put into place accordingly.

**Person Responsible** Thomas Millins (thomascm@leeschools.net)

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**At this time, our additional schoolwide improvement priorities are to have a fully staffed school where we are meeting the needs of our students and families both academically, socially and emotionally. We are working hard to advertise, choose the best applicants and offer interviews in a timely manner for three vacant positions at this time. While doing this, we are paying very special attention to ways in which these personnel can be utilized and the benefits that they can bring to the operations of the school and academic success of the students.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

PIE builds long-lasting positive relationships and parental involvement by offering a variety of opportunities for parents to join in on the academic and social happenings of their children through a drive through Open House, At Home Student Led Conferences, Movie on the Lawn, Holiday Performances, Spring Fest, volunteer opportunities, principal parties, SAC, as well as CPTO membership. PIE utilizes our SAC members to build relationships and receive input regarding what we can do to cultivate positive relationships with our PIE families in an effort to achieve our vision and mission. Information that is shared with our SAC members is disseminated to others within the community so all parents are kept abreast of happenings at PIE. We are also utilizing School Messenger and PeachJar resources to communicate student grades & attendance, as well as important messages with families. Our CPTO plays an integral role in our relationship building.

PIE is a small barrier island school with amazing community support. Meetings with local business owners take place on a consistent basis by our principal. A variety of business partners volunteer services throughout the school year. The Elks Club, as well as the Matlatcha Hookers, donate school supplies and monies for teacher resources to ensure student achievement. Our students also have the opportunity to take educational field trips to local community venues such as the PI Fire Department, PI Library, and PI Pool. Our media paraprofessional invites in a group of community members with their dogs to have the students read to them. We are also greatly supported by our local grocery store Winn- Dixie, American Legion and the Kiwanis. Fourth grade students create police appreciation gifts and hold an annual fundraiser to give back to the Kiwanis.

When developing this plan, all stakeholders were given the opportunity to contribute through PLC meetings with staff, SAC and CPTO meetings with parents and community members, and conferences with students. These interactions will continue throughout the year as edits and improvements are made to this plan.

**Parent Family and Engagement Plan (PFEP) Link**

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

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
<b>Total:</b>			<b>\$0.00</b>