2013-2014 SCHOOL IMPROVEMENT PLAN

Pinetta Elementary School

135 NE EMPRESS TREE AVE

Pinetta, FL 32350

850-973-5029

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

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	46%

Alternative/ESE Center	Charter School	Minority Rate
No	No	34%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
C	B	A	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	1	Sam Foerster

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Pinetta Elementary School

Principal
Beth Moore

School Advisory Council chair
Darla Carver

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Amy Kendrick	Curriculum/Guidance
Beth Moore	Principal

District-Level Information

District
Madison

Superintendent
Mr. Doug Brown

Date of school board approval of SIP
11/5/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Beth Moore- Administration
Amy Kendrick- Instructional
Missy Cherry- Instructional
Jo Ragans- Instructional
Lewis Christmas- Instructional
Kevin Parker- Parent
Heather Deming- Parent
Tresca Alexander- Parent
Kasey Washington- Parent
Nathan Bull- Parent
Cyrus Bachari-Parent
Kim Borgert- Business/Community

Involvement of the SAC in the development of the SIP

All members of SAC committee are sent formal invitation to all SIP meetings. The members take an active roll in brainstorming ideas on how to spend school improvement funds, how to increase parent

involvement, how to better reach out to the community, and/or anything else that will make Pinetta Elementary School more successful.

Activities of the SAC for the upcoming school year

The School Advisory Council (SAC) is the heart of the school.
This elite group of steak holders take part in;
1.) writing and implementing the School Improvement Plan,
2.) building the bridge between the school and community,
3.) developing ideas for increased parent involvement, and
4.) organizing and planning how school improvement funds are spent, if there are any.

Projected use of school improvement funds, including the amount allocated to each project

Our school improvement funds are used for student recognition (trophies, awards, t-shirts) at the end of the year. ($1,000+)

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
1

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Beth Moore

Principal	Years as Administrator: 11	Years at Current School: 14
Credentials		Beth Moore is the principal of Pinetta Elementary School. She holds a Bachelors degree in Early Childhood Education from Valdosta State University and a Masters degree in Educational Leadership from the same institution. Mrs. Moore is in her 11th year as principal at Pinetta Elementary. As an elementary classroom teacher for eleven years, prior to her leadership role as principal, Mrs. Moore has experience working with low performing students within the classroom setting. She has been trained in many of the reading and math adoptions, Data Analysis, Performance Matters software, SuccessMaker, Discovery Education (Thinklink Testing) and the PMRN, all of which help her in making informed decisions related to low performing students.
Performance Record		,

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Amy Kendrick		
Full-time / School-based	Years as Coach: 10	Years at Current School: 12
Areas	Reading/Literacy, Data, RtI/MTSS, Other	
Credentials	Amy Kendrick has been in education for 15 years and has taught all grades, kindergarten through 5th, giving her a wide range of experience across the curriculum. Mrs. Kendrick has earned both her Bachelor's degree in Elementary Education and her Master's degree in Educational Leadership from Florida Agricultural and Mechanical University, an accredited University. Since becoming a coach, she has earned her Reading Endorsement as well. She has served Pinetta Elementary school for the past 10 years as their Curriculum Coordinator, Guidance and Instructional Coach.	

Performance Record

Classroom Teachers

# of classroom teachers

14

 # receiving effective rating or higher

14, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

14, 100%

 # ESOL endorsed

6, 43%

 # reading endorsed

4, 29%

 # with advanced degrees

1, 7%

 # National Board Certified

2, 14%

 # first-year teachers

0, 0%

 # with 1-5 years of experience
1, 7%

 # with 6-14 years of experience
9, 64%

 # with 15 or more years of experience
4, 29%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified
2, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

 # receiving effective rating or higher

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The principal, Beth Moore, makes a daily walk through to address the needs of her students, faculty and staff. By doing so, she provides a level of support to her school, and staff, that is conducive to the success of retaining new teachers .

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Madison County School District pairs new teachers with veteran teachers within the school. The teachers meet on a weekly basis to review lesson plans, assignments, and address any concerns either teacher may have. Teachers are paired by their grade level as often as possible.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Principal, Beth Moore, will provide a common vision for the use of data-based decision making at Pinetta Elementary. She will ensure that the school-based team is implementing RtI, conducts assessments of the RtI skills, ensures the implementation of interventions and supports it with the necessary documentation. Mrs. Moore will also ensure there is adequate professional development to support the

RtI implementation, time for teachers to meet and discuss students with specific skill interventions, and she will be able to communicate to parents what the school based RtI plans are and the the activities it may entail.

Amy Kendrick, is the combined Curriculum Coordinator, instructional Coach, and serves as the Guidance at Pinetta Elementary. Mrs. Kendrick will identify systematic patterns of the students needs. She will also work with district personnel to identify appropriate evidence-based interventions and strategies; assist with whole school screening programs that provided early intervening services for children considered "at risk"; assist in monitoring "at risk" students by collecting and analyzing data; and provide support for assessment and implementation or monitoring.

Teachers will provide information to school/district based leaders about the Core instruction (what works and what doesn't?) They will collect and analyze their data, with the support of their principal and academic coach. Teachers will be responsible for writing academic plans, which include Tier II and III strategies. They will then keep the necessary documentation to determine how useful interventions have been.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

It is the school-based leadership teams responsibilities to oversee and monitor the RtI decisions made by teachers, making sure the teachers are using the most up to date monitoring assessment data to drive their instructional decision. It is also the teams responsibility to make sure the teachers have the necessary professional development, time, materials, and resources to carry out RtI with students who require specific skill instruction. The team will make time a priority for teachers to collaborate with each other to problem solve, share effective practices, evaluate implementation, make decisions, practice new processes and skills, and make decisions about implementation.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team meets with the faculty and staff weekly to discuss any adjustments to the plan, whether it be to add or take away from. Also, the Principal, Beth Moore, does morning walk throughs on a daily bases. This allows the teachers time to bring attention to anything that might need to be adjusted to the plan.

Also, there are regular team meetings that the principal and curriculum coordinator/academic coach attend. At this time the data, lesson plans and class grades are all reviewed and adjusted as needed.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data; Progress Monitoring and Reporting Network (PMRN) and Florida Assessment for Instruction and Reading, Florida Comprehensive Assessment Test (FCAT), Journey (Core Curriculum) Pre-test, Discovery Education's ThinkLink, and Write Score.
Progress Monitoring; PMRN and FAIR, Journey Benchmark Assessments,SuccessMaker, ThinkLink, and Write Score
Mid-Year; PMRN and FAIR, Simulation from ThinLink and SuccessMaker, Write Score
End Of The Year; PMRN and FAIR, FCAT, ThinkLink, Write Score,
Frequency of data days; at least once a month, but more if students need more attention.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The teachers at Pinetta Elementary will continue to receive professional development to train them in any changes to the MTSS/RtI process, paper work, or rules.

Teachers will meet with the leadership team to discuss any wants or needs necessary to accommodate the needs of the students.

There will also be small group discussions about instructional strategies used for the specific skills and how to document and input data in a way that is appropriate.

There will be parent nights held at the beginning of the year, and the end to let parents know about any changes. There will also be constant contact between teachers and parents, with documentation to support.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 4,920

Pinettta Elementary will offer after school tutoring to Kindergarten through 5th grades students. Kindergarten through 2nd grade students will have the opportunity to come on Tuesdays and Thursdays for an hour and 3rd through 5th grade students have the opportunity to come Monday through Thursday for an hour. In grades Kindergarten through 2nd grade only Tier II and III students will be invited, to keep the numbers down and allow more individualized instruction. In grades 3rd through 5th grade, all students were invited with an emphasis on Tier II and III students. All teachers, including the Science teacher, Language teacher, ESE teacher and Literacy coach tutor to insure small groups for more intensive instruction.

Once students have signed up, the teachers will collaborate with each other to discuss the subjects in which the students needs extra remediation. This will be determined by teacher observation, classroom grades, FAIR results and ThinkLink results. Once it has been determined what subjects each child will need, teachers will compile a schedule that reflects the students needs. This will be done either weekly, or biweekly, depending on the students needs.

There will also be two Saturday workshop offered to 4th grade students whom will be taking the Florida Write! assessment this year. One of these days, the writing teacher will invite the parents to show and discuss what is to be expected of their child. The writing teacher will show the parents who to help and grade their child's students in an effort to encourage collaboration with the school and the home.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Teachers will use their classroom observations, class grades, FAIR, ThinkLink, ect. to determine which students need extra skill remediation. This will be done through the year to determine who needs the extra hour of instruction daily.

Who is responsible for monitoring implementation of this strategy?

The teachers, instructional coach, and administrator will view the data to determine what students are staying for tutoring, and monitoring the data that indicates who needs to stay. There will also be a lesson plan that indicates what is being taught and how it is being taught.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Amy Kendrick	Curriculum/Guidance
Beth Moore	Principal
Missy Cherry	Teacher
Christi Minor	Teacher
Paula Kauffman	ESE Support Facilitation Teacher

How the school-based LLT functions

The LLT engage in the following activities;
-Review screening data and like that data to instructional decisions;
-Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those who are at high risk for not meeting benchmarks expectations;
-Identify professional development and resource needs;;
-Collaborate regularly to problem solve and share effective practices;
-Evaluate implementation to make decisions about the implementation;
-and make necessary decisions to move students forward.

Major initiatives of the LLT

The major initiative of the LLT this year, it ti continue to use the data to drive the instruction in Reading, Math, Science and Language Arts.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers stress the use of Accelerated Reader program and students meeting their reading goals that were set at the beginning of the year.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Pinetta offers Prekindergarten to children with the presence of a disability and VPK (Voluntary Prekindergarten Education Program) to slots that have not been filled with prekindergarten disabled students. The goal of the Prekindergarten program is to offer children the opportunity to perform better in school throughout life. The curriculum is developmentally appropriate and it focuses on early literacy skills to prepare students to be ready for kindergarten and the standards adopted by the state of Florida. At the end of the Prekindergarten year, each student will be given the Dial-R to monitor the progress made throughout the year.
Before school starts every year, Pinetta Elementary offers an Open House for students and their parents. This gives both the parents and the students an opportunity to get familiar with the kindergarten surroundings, as well as an opportunity to meet their teacher.
The first 30 days of school, teachers will administer the FLKRS (Florida Kindergarten Readiness

Screener) to all kindergarten students whom were not retained the year prior to. This screener will let the teachers know which students are ready or, are not ready to assume the responsibilities of a Kindergarten student.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	57%	No	77%
American Indian				
Asian				
Black/African American	63%	18%	No	67%
Hispanic				
White	77%	72%	No	79%
English language learners				
Students with disabilities				
Economically disadvantaged	65%	47%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	23%	25%
Students scoring at or above Achievement Level 4	28	33%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	54	63%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	54	63%	65%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	17	55%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%	78%	Yes	69%
American Indian				
Asian				
Black/African American	43%	47%	Yes	48%
Hispanic				
White	68%	88%	Yes	71%
English language learners				
Students with disabilities				
Economically disadvantaged	55%	69%	Yes	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	33%	35%
Students scoring at or above Achievement Level 4	39	45%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	70	81%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	70	81%	

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%		No	69%
American Indian				
Asian				
Black/African American	43%		No	48%
Hispanic				
White	68%		No	71%
English language learners				
Students with disabilities				
Economically disadvantaged	55%		No	60%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		15
Participation in STEM-related experiences provided for students	204	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	21	10%	6%
Students retained, pursuant to s. 1008.25, F.S.	17	8%	6%
Students who are not proficient in reading by third grade	17	8%	6%
Students who receive two or more behavior referrals	8	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	6	3%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Pinetta Elementary School believes in involving parents in all aspect of school life. The Parent/Teacher Organization (PTO) holds monthly meetings and all parents are invited to attend. During this time we also hold our SAC meetings and the Title I parent liaison presents helpful information for parents to help their students. During the first PTO meeting of the year, we hold our Title I Annual meeting. PTO also sponsors monthly Family Night programs at P.E.S. These include a family costume contest, family dance, family basketball game, etc. At the beginning of the school term P.E.S. holds an open house for its parents to come and meet the teachers and ask any questions they may have concerning the school year. Grade level parent meetings are held in September to introduce parents to the expectations the school, district, and state have for their child's grade level.

Teachers hold parent conferences at various times during the day (before school, during school, and after school) to accommodate parent's schedule. PTO also purchases each student a Teacher/Parent/Student Communication planner.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Individual parents participating	175	86%	96%

Goals Summary

G1.   Improve students' use of elaboration and support when writing a passage.

Goals Detail

G1. Improve students' use of elaboration and support when writing a passage.

Targets Supported

Resources Available to Support the Goal
- Teachers will use the core curriculum and its supplemental pieces that were developed for the writing, such as the "Reading to Write".
- Achieves 3000 is an on line supplemental curriculum that Pinetta Elementary School uses. It generates daily current event non-fiction articles that the students read. The students are then asked several questions, some that are multiple choice, and others that require extended responses and higher order thinking.
- Fourth grade students take the "Write Score" assessment 3 times a year for monitoring purposes. When the teacher recieves the scores, they are used to drive the instruction.
- Writing journals for every child and every subject- students will write across the curriculum by utilizing writing journals in each of the subject areas, which include; Science/Social Studies, Math and Reading.

Targeted Barriers to Achieving the Goal
- 1. Lack of back ground knowledge- Students come to school without the the necessary experiences and vocabulary to be able to write and elaborate.

Plan to Monitor Progress Toward the Goal

Write Score

Person or Persons Responsible
All 4th grade students will take the Write Score progress monitoring assessment under the direction of the writing and Language Art teacher. They will also take the Florida Writes assessment in February.

Target Dates or Schedule:
Write Score will be administered three times a year. Florida Writes will be given the one time in February.

Evidence of Completion:
The results from the assessments.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Improve students' use of elaboration and support when writing a passage.

G1.B1 1. Lack of back ground knowledge- Students come to school without the the necessary experiences and vocabulary to be able to write and elaborate.

G1.B1.S1 Mentor Text- Using an example of a text written with elaboration and support using rigorous, or difficult vocabulary.

Action Step 1

The use of mentor text in the classroom to model exemplary work.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans viewed by administration. Writing samples provided by the students. Portfolio's. Administrative walk through.

Facilitator:

Lucy Calkins

Participants:

Kara Washington-3-5th grade Writing and Language Arts teacher Amy Kendrick- Curriculum Coordinator/Instructional Coach

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Administrative walk throughs

Person or Persons Responsible

Beth Moore

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans and Walk through information

Plan to Monitor Effectiveness of G1.B1.S1

Improved writing by using elaboration and stronger support

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, student writing samples, portfolios

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Services are provided to ensure students requiring additional remediation are assisted through after-school tutoring.The district coordinates with Title II in ensuring staff development needs are provided. Pact C funds provide for a migrant recruiter who then provides services to migrant families. These funds provide interpreters and translators for parents and communications. Title II funds are used to purchase Successmaker licenses and provide professional development for teachers. Title X funds are provided through the district to provided homeless children with materials, supplies, uniforms, home visits. SAI funds will be cooperated with Title 1 funds to provide summer school for level 1 readers in the third grade. These funds are also used to supplement teachers' salaries and supplemental educational materials in both reading and math.

Olweus Bullying Curriculum and Positive Action curriculum has been purchased through Safe Schools/ Healthy Students Federal Grant to be used in our classrooms as our violence prevention programs. USDA/ DOE National School Breakfast and Lunch program provides free breakfast and lunch for all students.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Improve students' use of elaboration and support when writing a passage.

G1.B1 1. Lack of back ground knowledge- Students come to school without the the necessary experiences and vocabulary to be able to write and elaborate.

G1.B1.S1 Mentor Text- Using an example of a text written with elaboration and support using rigorous, or difficult vocabulary.

PD Opportunity 1

The use of mentor text in the classroom to model exemplary work.

Facilitator

Lucy Calkins

Participants

Kara Washington-3-5th grade Writing and Language Arts teacher Amy Kendrick- Curriculum Coordinator/Instructional Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans viewed by administration. Writing samples provided by the students. Portfolio's. Administrative walk through.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Improve students' use of elaboration and support when writing a passage.	$858
	Total	$858

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program		Total
District		$858	$858
Total		$858	$858

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Improve students' use of elaboration and support when writing a passage.

G1.B1 1. Lack of back ground knowledge- Students come to school without the the necessary experiences and vocabulary to be able to write and elaborate.

G1.B1.S1 Mentor Text- Using an example of a text written with elaboration and support using rigorous, or difficult vocabulary.

Action Step 1

The use of mentor text in the classroom to model exemplary work.

Resource Type

Evidence-Based Program

Resource

WriteScore progress monitoring assessment

Funding Source

District

Amount Needed

$858