

District School Board of Madison County

Pinetta Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Pinetta Elementary School

135 NE EMPRESS TREE AVE, Pinetta, FL 32350

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

School Board Approval

This plan was approved by the Madison County School Board on 11/6/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

One School, One Team, Making a Difference

Provide the school's vision statement.

Our vision is to provide a positive, safe and motivating environment for children to learn. We believe that all children should enjoy their learning, achieve their potential, and become independent life-long learners.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Davis, Yolanda	Principal	The job and duties of the principal are to create a positive culture, create a long-term plan for students' academic success, cultivate leadership in others, improve school leadership, and desegregate data. It is also the principal goal to provide the leadership and vision necessary to develop and administer educational programs that optimize the human and material resources available for a successful and safe program for students, staff, parents, and the community. It is also the principal's responsibility to participate in county-wide meetings and professional development. The principal will establish guidelines and enforce district guidelines for proper student conduct with the implementation of disciplinary procedures and policies for the school and district. The principal will provide leadership to promote the school's vision and mission and collaborate with key stakeholders in the community.
Ensminger, Elizabeth	Instructional Coach	The role of the Instructional Coach is to provide support to Staff members. The Instructional Coach and MTSS also set up and conduct RTI/MTSS Meetings. She also provides training and strategies during PLCs. She also conducts non-evaluative walkthroughs. The Instructional Coach ensures ALL information is in the RTI folders and collects ALL intervention calendars monthly. The Instructional Coach has data chats with teachers and helps staff members make DATA Decisions.
Lee, Stacey	Teacher, K-12	Provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with the district's philosophy, goals, and objectives.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

During the first SAC and PTO meeting, the committee will have the opportunity to meet and review the school improvement plan and provide quality feedback to the principal and staff.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored quarterly based on our FAST DATA. We will revise the plan as necessary according to our K-12 Lift and FAST DATA. We will also meet with our DOE Team and District Team to review our data and make any necessary changes.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	33%
2022-23 Economically Disadvantaged (FRL) Rate	94%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students (BLK)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	3	0	1	1	2	1	1	0	0	9
One or more suspensions	0	1	1	2	3	3	4	0	0	14
Course failure in English Language Arts (ELA)	3	0	3	1	1	1	1	0	0	10
Course failure in Math	3	0	0	0	1	0	0	0	0	4
Level 1 on statewide ELA assessment	1	2	1	0	1	4	1	0	0	10
Level 1 on statewide Math assessment	1	0	2	0	0	5	2	0	0	10
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	1	1	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	0	0	0	0	3	0	0	0	4
One or more suspensions	0	0	0	0	0	1	1	0	0	2
Course failure in ELA	0	3	1	1	0	0	0	0	0	5
Course failure in Math	0	3	0	1	1	3	1	0	0	9
Level 1 on statewide ELA assessment	0	0	0	0	1	6	6	0	0	13
Level 1 on statewide Math assessment	0	0	0	0	6	5	5	0	0	16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	0	0	6	5	5	0	0	19

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	1	2	6	6	0	0	0	18

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	2	2	1	2	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total				
	K	1	2	3	4	5	6	7	8					
Absent 10% or more days					1	0	0	0	0	3	0	0	0	4
One or more suspensions					0	0	0	0	0	1	1	0	0	2
Course failure in ELA					0	3	1	1	0	0	0	0	0	5
Course failure in Math					0	3	0	1	1	3	1	0	0	9
Level 1 on statewide ELA assessment					0	0	0	0	1	6	6	0	0	13
Level 1 on statewide Math assessment					0	0	0	0	6	5	5	0	0	16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.					0	3	0	0	6	5	5	0	0	19

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	1	2	6	6	0	0	0	18

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	2	2	1	2	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	56	42	53	38	43	56	55		
ELA Learning Gains				38			59		
ELA Lowest 25th Percentile									
Math Achievement*	62	45	59	45	39	50	67		
Math Learning Gains				28			81		
Math Lowest 25th Percentile									
Science Achievement*	55	36	54	39	53	59	44		
Social Studies Achievement*					44	64			
Middle School Acceleration					35	52			
Graduation Rate					44	50			
College and Career Acceleration						80			
ELP Progress			59						

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	248
Total Components for the Federal Index	4

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	188
Total Components for the Federal Index	5
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	2	2
ELL				
AMI				
ASN				
BLK	38	Yes	3	
HSP				
MUL				
PAC				
WHT	74			
FRL	65			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	0	Yes	1	1
ELL				
AMI				
ASN				
BLK	10	Yes	2	1
HSP				
MUL				
PAC				
WHT	50			
FRL	32	Yes	1	

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	56			62			55					
SWD	27			33							2	
ELL												
AMI												
ASN												
BLK	35			41							2	
HSP												
MUL												
PAC												
WHT	67			76							3	
FRL	59			66							3	

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	38	38		45	28		39					
SWD	0			0								
ELL												
AMI												
ASN												
BLK	13			7								
HSP												
MUL												
PAC												
WHT	49	39		68	43		50					
FRL	33	32		41	21		33					

2020-21 ACCOUNTABILITY 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 2019-20	C & C Accel 2019-20	ELP Progress
All Students	55	59		67	81		44					
SWD	30			40								
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	65	45		82	80		50					
FRL	55	69		66	83		40					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	55%	37%	18%	54%	1%
04	2023 - Spring	59%	46%	13%	58%	1%
06	2023 - Spring	45%	34%	11%	47%	-2%
03	2023 - Spring	75%	41%	34%	50%	25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	75%	37%	38%	54%	21%
03	2023 - Spring	75%	46%	29%	59%	16%
04	2023 - Spring	59%	38%	21%	61%	-2%
05	2023 - Spring	45%	32%	13%	55%	-10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	55%	35%	20%	51%	4%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school 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 lowest component was 5th grade math at 45% and 6th Grade ELA at 50%. Both classes are composed of several students have been retained and receive ESE services and are below grade level. During the 2022-2023 school year, the classroom schedule placed 6th grade students in Math during the morning session and 5th grade in ELA during morning sessions. This placed the classes in their higher-scoring core class during morning hours when students were more focused and on task. With this being the first year of the new FAST assessment, students who were well below grade level made considerable gains, but these gains were not reported and used with the assessment.

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

Looking at our data, all classes increased. One class, 5th grade math had a lower increase. Looking at our data from previous years to now, we looked for changed factors. The previous year, The 5th grade class did not have a certified teacher for the entirety of the 2021-2022 school year and changed teachers

halfway through the year, specifically in math. When thinking about where growth comes from, we look for the foundational skills that each grade level builds upon and with this grade level missing a year of rigorous standards-based teaching, we will need to build back up this foundation.

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.

Looking at the state average, 5th grade math decreased by 10 percent and Fifth grade ELA decreased by 1 percent. During the 2022-2023 school year our school had 11 students in the 5th grade class. These fewer students meant that students who scored below grade level had a greater impact on the class average score. These students were also shown to be below grade level starting the school year. While they worked hard to build their foundation and make gains, since it was the first year for the FAST assessment, students could not show their gains from one year to the next.

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

The data component that showed the most significant improvement was 3rd grade ELA, with a 25% increase and 6th grade math, with a 23% increase. We welcomed two new teachers into our school family from the previous year to this year. We also implemented targeted interventions with regard to students with specific needs on grade-level benchmarks. The school rolled out a new incentive program to encourage a culture of reading and academic improvement.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Looking at the EWS, our EWS is referrals. During the 2021-2022 school year, the number of referrals reported was 22. During the 2022-2023 school year, the number of referrals reported had increased to 34. However, of these 34 referrals, 21 were from 4 specific students.

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

During the 2023-2024 school year, our highest priorities for school improvement are decreasing discipline referrals and increasing our 5th-grade math scores.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

During the 2022-23 school year, our school reported 34 discipline referrals. To combat this, we will implement the following programs to help build student morale and encourage positive behavior and student/teacher relationships.

*PBIS program (Monthly Awards and Incentives)

*PBIS Team (Monthly Meeting)

*Brave Buck store (Monthly)

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Based on our PBIS data, we will decrease the number of student referrals for the 2023-2024 school year by 5% (2 referrals).

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Our School Secretary will call students who are absent daily. We will also use Skyword daily to take attendance. After multiple (3,5, 10, 20) days absent Skyward will generate a letter to be sent to parents. We will review our students' attendance monthly during our Faculty Meetings. We will also review our Discipline data monthly.

Person responsible for monitoring outcome:

Yolanda Davis (yolanda.davis@mcsbfl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Dare Weekly Lessons

District Character SEL Lessons

PBIS Monthly meetings and Incentives

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting these specific strategies was to improve students' behavior and decrease referrals by 5%.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Weekly Dare Lessons-The SRO will complete Dare Lessons with our students weekly on social and character lessons.

Person Responsible: Yolanda Davis (yolanda.davis@mcsbfl.us)

By When: We will start implementing these lessons beginning September 11, 2023-May 2024

District Character Lessons-The teachers will teach Character Lessons weekly on social and character lessons.

Person Responsible: Yolanda Davis (yolanda.davis@mcsbfl.us)

By When: We will start implementing these lessons beginning September 11, 2023-May 2024

Monthly PBIS Meetings-We will meet monthly with our teachers to discuss PBIS monthly incentives and Discipline Data.

Person Responsible: Lewis Christmas (lewis.christmas@mcsbfl.us)

By When: We will start implementing these lessons beginning September 11, 2023-May 2024

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on our 2022-2023 end-of-year FAST DATA, our 5th-grade math scores moved from 44% to 45%, an increase of only 1%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

During the 2023-2024 school year, we will increase our 5th-grade math scores from 45% to 55% scoring proficient.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor the area of focus through FAST Data, monthly STAR Math assessment for students who scored a level 1 or 2 (below benchmark), K-12 LIFT data reports, and District Progress Monitoring.

Person responsible for monitoring outcome:

Yolanda Davis (yolanda.davis@mcsbfl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will be using Reflex Math, Exact Path, and SAVVAS math interventions. Reflex Math is a computer-based program that will help students improve their math fluency skills. Exact Path is a computer-based adaptive program that will help students improve skills based on their needs, especially ones that are below grade level. Teachers can assign lessons that are on grade level to improve and practice skills. During classroom small groups and intervention times, teachers will use targeted SAVVAS math interventions to help students with specific benchmarks.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We will use Reflex Math, Exact Path, and SAVVAS interventions to allow students to work on missing skills and help them succeed in class, and improve on assessments.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Exact Path and Reflex Math will be used weekly to remediate skills. SAVVAS Math Interventions will be used daily during targeted small groups.

Person Responsible: Yolanda Davis (yolanda.davis@mcsbfl.us)

By When: September 11-May 2024

We will begin students on Reflex Math and Exact Path computer-based lessons as well as implement daily SAVVAS interventions.

Person Responsible: Yolanda Davis (yolanda.davis@mcsbfl.us)

By When: We will start implementing these lessons beginning September 11, 2023-May 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The district monitors the District Strategic Plan which includes strategies for improving school grades by increasing student achievement. The district ensures schools demonstrating the greatest need receive the highest percentage of aligned resources by utilizing the Comprehensive Needs Assessment Process. Each year, schools are required to complete a Comprehensive Needs Assessment which is provided to school administrators by Special Services Coordinator. This survey is sent out in March of each year and returned to Special Services Coordinator by the end of May. Upon completion and review, the Special Services Coordinators meets with schools and District Administration team to determine a plan for acquiring needed resources.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The school plans to build positive relationships with parents, families, and other community stakeholders by establishing effective communication through Class Dojo, Bloomz, Facebook, Peachjar, One Call, and the school website. Additionally, the school will host events such as Open House, Literacy Nights, Donuts for Dad, Muffins for Mom, Fall Festival, and various holiday programs that will extend an invitation to parents and community members to show their support to our students. We will also have Parent Family Night, where we will discuss student progress and suggestions on implementing research-based strategies to assist in student achievement. We also have Monthly Celebrations with our staff and students.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school will build relationships with stakeholders by clearly stating the mission of the school and identifying the role of the stakeholders. We will work with stakeholders to complete the SIP, accept feedback and apply that to our SIP and the school. We will be consistent with our communication and meet with stakeholders month to identify concerns. We will provide opportunities for stakeholders to volunteer at the various events, such as monthly celebrations, academic and parent night meetings, and other team building activities.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The School has set aside a time for students to complete WIN Time (We Intervene Now). During this time, students will receive targeted instruction on their academic level. The students who are already working on grade level will receive enrichment activities.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other				\$0.00
2	III.B.	Area of Focus: Instructional Practice: Math				\$57,263.25
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	0111 - Pinetta Elementary School	UniSIG	1.0	\$21,488.00
			<i>Notes: To sustain the proficiency rates for students in ELA and to further increase the student proficiency rates in Math, a Paraprofessional will be hired to assist with classroom instruction. The Paraprofessional will work with classroom teachers to deliver instruction in ELA and Math using researched based interventions UFLi and Wonders and Savas Intervention components during WIN time (intervention block).</i>			
	5100	210	0111 - Pinetta Elementary School	UniSIG		\$2,915.92
			<i>Notes: Paraprofessional's Retirement Contribution at 13.57%</i>			
	5100	220	0111 - Pinetta Elementary School	UniSIG		\$1,332.26
			<i>Notes: Paraprofessional's FICA/Social Security tax burden at 6.2%</i>			
	5100	240	0111 - Pinetta Elementary School	UniSIG		\$311.58
			<i>Notes: Workman's Compensation Insurance for Paraprofessional at 1.45%</i>			

	5100	230	0111 - Pinetta Elementary School	UniSIG		\$4,938.60
<i>Notes: Group Health Insurance for Paraprofessional</i>						
	5100	510	0111 - Pinetta Elementary School	UniSIG		\$4,968.00
<i>Notes: Top Score Writing Online Curriculum that is aligned to the new B.E.S.T. standards. Top Score uses researched-based best practices for the writing curricula; researched by Hanover Research and Interactive Educational Systems Design.</i>						
	5100	150	0111 - Pinetta Elementary School	UniSIG		\$13,500.00
<i>Notes: To provide students with smaller based group instruction and remediation in order to improve student achievement the school will hire two academic tutors at the rate of \$15.00 per hour. Tutors will work up to 15 hours per week for a total of 30 weeks.</i>						
	5100	510	0111 - Pinetta Elementary School	UniSIG		\$129.75
<i>Notes: Set of 50 EAI Education CalcPal EAI-80 Basic Solar Calculators</i>						
	5100	510	0111 - Pinetta Elementary School	UniSIG		\$1,525.18
<i>Notes: General supplies to include office supplies and student supplies: paper, pens, pencils, folders, binders, tape, staples,</i>						
	7800	790	0111 - Pinetta Elementary School	UniSIG		\$1,489.00
<i>Notes: Entry fees for 72 students (3rd-6th Grades) and 8-9 Chaperones to attend a field trip to the Challenger Learning Center in Tallahassee, Florida. Students will have the opportunity to explore and engage in real life activities relevant to benchmarks they are learning.</i>						
	7800	161	0111 - Pinetta Elementary School	UniSIG		\$900.28
<i>Notes: Transportation costs to include driver pay and fuel costs for 2 buses to transport 92 students grades 2-6 to the Challenger Learning Center in Tallahassee, Florida.</i>						
	7710	221	0111 - Pinetta Elementary School	UniSIG		\$95.17
<i>Notes: District Administrator's Medicare tax burden at 1.45%</i>						
	5100	221	0111 - Pinetta Elementary School	UniSIG		\$311.58
<i>Notes: Paraprofessional's Medicare tax burden at 1.45%</i>						
	7800	210	0111 - Pinetta Elementary School	UniSIG		\$48.85
<i>Notes: Retirement contribution for 3 bus drivers to transport students to Tallahassee, FL at \$20 per hour at 13.57%.</i>						
	7800	220	0111 - Pinetta Elementary School	UniSIG		\$22.32
<i>Notes: FICA/Social Security tax burden for 3 bus drivers to transport students to Tallahassee, FL at \$20 per hour at 6.2%.</i>						
	7800	221	0111 - Pinetta Elementary School	UniSIG		\$5.22
<i>Notes: Medicare tax burden for 3 bus drivers to transport students to Tallahassee, FL at \$20 per hour at 1.45%.</i>						

	7800	240	0111 - Pinetta Elementary School	UniSIG		\$5.26
			<i>Notes: Workman's Compensation Insurance for 3 bus drivers to transport students to Tallahassee, FL at \$20 per hour at 1.46%.</i>			
	5900	330	0111 - Pinetta Elementary School	UniSIG		\$1,012.00
			<i>Notes: Entrance costs for 2nd-6th Grade (92 students) to attend a field trip to the Challenger Learning Center in Tallahassee, Florida.</i>			
	5900	330	0111 - Pinetta Elementary School	UniSIG		\$480.00
			<i>Notes: Entrance costs for PreK, KG, and 1st Grade (40) Students to enter Fifth Day Farms in Valdosta, GA. Teachers will work with students on mastering Building and Maintaining relationships with Adults and Peers.</i>			
	7800	161	0111 - Pinetta Elementary School	UniSIG		\$500.00
			<i>Notes: Transportation costs for Entrance costs for PreK, KG, and 1st Grade (40) Students to enter Fifth Day Farms in Valdosta, GA. Teachers will work with students on mastering Building and Maintaining relationships with Adults and Peers.</i>			
	7800	220	0111 - Pinetta Elementary School	UniSIG		\$14.88
			<i>Notes: FICA/Social Security tax burden for 2 bus drivers to transport students to Valdosta, GA at \$20 per hour at 6.2%</i>			
	7800	210	0111 - Pinetta Elementary School	UniSIG		\$32.57
			<i>Notes: Retirement contribution for 2 bus drivers to transport students to Valdosta, GA at \$20 per hour at 13.57%.</i>			
	7800	221	0111 - Pinetta Elementary School	UniSIG		\$3.48
			<i>Notes: Medicare tax burden for 2 bus drivers to transport students to Valdosta, GA at \$20 per hour at 1.45%.</i>			
	7800	240	0111 - Pinetta Elementary School	UniSIG		\$3.50
			<i>Notes: Workman's Compensation Insurance for 2 bus drivers to transport students to Valdosta, GA at \$20.00 per hour at 1.46%.</i>			
	5100	220	0111 - Pinetta Elementary School	UniSIG		\$837.00
			<i>Notes: FICA/Social Security Tax burden for 2 tutors at 6.2%</i>			
	5100	221	0111 - Pinetta Elementary School	UniSIG		\$195.75
			<i>Notes: Medicare tax burden for 2 tutors at 1.45%</i>			
	5100	240	0111 - Pinetta Elementary School	UniSIG		\$197.10
			<i>Notes: Workman's Compensation Insurance for 2 tutors at 1.46%</i>			
					Total:	\$57,263.25

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No