

Columbia County School District

Pinemount Elementary School



2017-18 Schoolwide Improvement Plan

Pinemount Elementary School

324 SW GABRIEL PL, Lake City, FL 32024

<http://pes.columbiak12.com/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Columbia County School Board on 11/28/2017.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Pinemount Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Pinemount Elementary believes that Children are our future. Success can be found in every one, every day.

b. Provide the school's vision statement.

In partnership with parents and the community Pinemount Elementary is committed to providing quality and equity in teaching and learning that will empower all students to achieve their personal best, to become life-long learners, and to be responsible, productive citizens of tomorrow.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Highly qualified teachers that are certified in ELL provide instruction that is conducive to learning and fosters relationships that will overcome language barriers and cultural differences. Families are encouraged to attend events at the school where teachers and administration can provide support and answer questions to ensure the success of each student in the school. Pinemount hosts parent conference nights every year giving the parents and teachers an opportunity to build a relationship where the student benefits.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Students are welcomed to Pinemount Elementary by friendly, professional and highly qualified faculty and staff. The school provides a safe and friendly atmosphere where each child can learn. Student safety is paramount to the mission of the school and children are monitored before, during and after school to ensure that each child is safe. We provide a safe environment before school and after school by having safety patrols being posted all around campus as well as paraprofessional and faculty posted on each wing to patrol students and ensure their safety. Students are walked to their buses by their teacher. Car riders are monitored by teachers and paraprofessionals. We also have a bullying policy in place.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

In an effort to have a uniform and equitable form of discipline that is both positive and effective, the staff of Pinemount Elementary has devised a school wide discipline plan. It was a joint effort that included input from faculty, staff and parents. School wide expectations are taught to students and reviewed daily. Classroom rules include respecting yourself, respecting others, respecting property and respect for learning. Clear and concise consequences are outlined for students utilizing a color card system to effectively monitor student behaviors. School personnel were trained by Principal Darby in a pre-planning meeting on the discipline plan and expectations regarding its implementation. Additionally, if there is a specific student with behavioral concerns, staff will meet as a committee to develop an individualized behavior plan for the student. We have a mentoring program in place for

students who have been identified with behavior issues. We pair up the child with a school staff who checks in on that child.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Teachers and staff maintain a close and open relationship with the guidance counselor where they can refer students for counseling, share concerns, and schedule meetings. The guidance counselor also makes referrals to outside counseling agencies throughout the community for students whose needs require additional resources. Utilizing the morning broad cast system the guidance counselor periodically delivers 'Words of Wisdom', encouraging messages that foster character education. Classroom guidance, small group and individual counseling is available to all students. We have a mentoring program where a staff member is paired with a student who has some early warning indicators. The mentor checks in on the student weekly to help ward off any possible problems.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The school uses FOCUS as the data reporting system for attendance, discipline and grades. Performance Matters is the data system that is used to monitor student performance on statewide assessments as well as progress monitor student achievement on district assessments.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	23	18	13	15	17	18	0	0	0	0	0	0	0	104
One or more suspensions	2	1	0	0	2	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	12	8	4	5	3	6	0	0	0	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	2	5	4	0	0	0	0	0	0	0	11
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	2	1	2	2	6	5	0	0	0	0	0	0	0	18

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Students who scored a Level 1 on statewide assessments are identified and supported in strategic intervention groups that focus on each child's area of weakness. The students are progress monitored to assure that they are making progress in their deficient area. Small group interventions that incorporate differentiated instruction using various intervention programs such as Read Naturally, Journeys Intervention, Leveled Literacy, and iREADY groups are used to aid in student learning.

The school messenger call out system is used to notify parents of both absenteeism and other school events to aid in student success.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/469617>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school advisory council consists of parents, community members and business leaders who are representative of the demographics and makeup of the community the school serves. This group has a say in both funding and decision making that helps maintain the function and use of resources that run the school. Additionally, there is a Parent Teacher Organization (PTO) , which provides funding and other resources that support the school and student achievement. The PTO is also made up of community and business leaders who represent and support the community the school serves.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Darby, Donna	Principal

b. Duties

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

Donna Darby - Fidelity of instruction, professional development needs, behavior, review of data

Kyala Johnson- Curriculum materials, intervention resources, review of data, professional development

Rachel Stephens - Curriculum materials, intervention resources, scheduling, review of data, behavior

Amanda Todd - Scheduling, review of data, behavior

Veronica Bennett- Media and technology coordinator

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The leadership team is responsible for MTSS and SIP meets monthly to use the problem solving process to do the following.

1. Oversee the multi-layer model of delivery - core, Tier 2 and Tier 3. (Donna Darby)
2. Based on student data, recommend, coordinate, and implement supplemental services for Tier 2 and Tier 3 students, matching individual needs. (Amanda Todd)
3. Determine scheduling needs, curriculum materials, and intervention resources based on identified needs from data analysis.(Rachel Stephens)
4. Determine school-wide professional development needs of faculty and staff; arrange trainings aligned with the SIP goals.and with Title II. (Kyala Johnson)
5. Review and interpret student data (academics, behavior, and attendance) at the school and grade level. (Donna Darby, Rachel Stephens, Kyala Johnson)
6. Our school receives federal Title I funds which is allocated for the faculty and staff salaries, tutors, teacher in-service, educational materials and supplies, Professional development and Parent Involvement activities which provide academic help in the classroom. (Rachel Stephens)
7. Our school receives federal Title II funds which is allocated for professional development, and paying endorsement incentives. (Kyala Johnson, Rachel Stephens)
8. Our school receives federal Title V funds which supports standards instruction, PD for collaborative learning through data analysis, VPK supplemental instructional materials and programs.
9. The district receives funds to provide resources (social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
10. Information is received regarding new Kindergarten students from the local Head Start Program if available. Pre-K Handicapped is provided for students with disabilities.
11. Per state statue, the district has adopted and now implements a district-wide bullying policy. A School Resource Officer is on-call for our school. A Counselor from Meridian meets weekly with students who need counseling. Several of our teachers are also CPI certified to handle crisis situations.
12. Pinemount offers free breakfast and lunch to all of our students which is provided to our students by the School Breakfast Program and the National School Lunch Program. Physical Education teaches a nutritional unit to kindergarten through fifth grade students.

Funds the school receives will be used to implement the strategies spelled out in the school improvement plan. The use of school improvement funds will be discussed, voted on, and decided by the School Advisory Council. Federal funds will be used to coordinate data days for teachers and support staff to dis-aggregate data and make decisions about the direction to be taken with instruction.(Kyala Johnson, Rachel Stephens, Donna Darby)

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Rachel Stephens	Teacher
Yvonne Melgaard	Education Support Employee
John McMillan	Parent
Sharon DelCastillo	Parent
Kyala Johnson	Teacher
Betty Kouse	Parent
Christine Button	Business/Community
Maggie Bennett	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Improvement Plan was reviewed with SAC and Pinemount Staff. The 8 step problem solving process was followed to discuss strategies to monitor both the strategies and overall effectiveness of the plan itself. We are making progress towards this our goals but we don't feel that we have reached it yet.

b. Development of this school improvement plan

School data is discussed with SAC members during the course of the school year. Beginning of the year, mid-year, and end of the year data from iReady and Performance Matters will be discussed. Trends are identified and strategies are discussed at meetings. SAC members are provided with copies of the SIP and barriers, goals and strategies are discussed. Testing information is also shared with the SAC committee so that they can see our strengths and weaknesses.

c. Preparation of the school's annual budget and plan

Pinemount Elementary School will receive \$2193 for SAC to use who they see fit. We as a committee are looking over the needs of the school and feel that planners for our upper grade students are a great way to communicate with parents. We feel that this would be a good way to spend the SAC money.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Last year we did not receive any school improvement funds.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Darby, Donna	Principal
Bennett, Veronica	Instructional Media
Johnson, Kyala	Instructional Coach
Stephens, Rachel	Administrative Support
Todd, Amanda	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Pinemount utilizes the Accelerated Reader program. This program is used in first through fifth grades. Each student has an individual goal set for them by their teacher. We have goal parties at the end of the nine weeks to reward students who have met their goal. We also have 100 point walks to reward students who earned 100 points. We also do a reward field trip for our students in first and second grade who earn 100 points and students in grades third, fourth, and fifth who meet 150 points.

Our Literacy Leadership team schedules opportunities for our faculty and staff to improve their literacy instruction. This year we are implementing a new iReady literacy intervention for all students and our teachers will attend a number of training to become experts in this program.

Our students are encouraged to read their AR books before school while waiting for the school day to begin.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Professional learning communities exists in the school so teachers can work collaboratively together to thoughtfully plan engaging lessons and activities for students. Teachers in each grade level have common planning time each day and meet once a week for planning. Professional learning communities meet monthly after school to effectively plan rigorous instruction in the school. Our teachers are also provided a few teacher workdays through out the school year to work and plan collaboratively together.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Pinemount provides placements for interns from Florida Gateway College EPI and TTT programs. Partnering with St. Leo's University to provide placements for interns at all levels of the Elementary Education program. We have very little turn over at Pinemount. We have a positive atmosphere here at our school and our teachers have much encouragement from administration. We provide support for our beginning teachers to help them be successful and have the desire to continue teaching at our school.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Highly effective teachers, with Clinical Educator training, are mentors to beginning teachers and teachers new to the school. The Instructional coach provides professional development for all new teachers on campus to make sure they are familiar with best practices and programs used within the school. We also

pair our beginning teacher with a seasoned teacher mentor to assist with the overwhelming responsibilities of becoming a successful teacher.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Pinemount uses state adopted rigorous programs that are aligned to Florida's standards. Teachers use standards based instruction that provide meaningful learning experiences for students. The teachers carefully plan their lessons with the Florida standards in mind. The supplemental materials that we use are also aligned to meet the Florida standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Pinemount Elementary provides differentiated instruction to meet the diverse needs of students by implementing small group interventions. Our teachers ability group our students to best meet their ability needs. For example, all of our highly qualified teachers follow the accommodations set forth in students academic plans. We also have implemented the iReady program for ELA and Math. Each student takes an initial assessment and an instructional path is then set for each child. Our students spend fifteen minutes a day in ELA and fifteen minutes a day in Math on their learning path. We also have small group instruction taking place in all grade levels. These groups are set up by the iReady assessment and we are using our paraprofessionals and tutors to meet the needs of the individual students.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 1,000

A summer enrichment program is offered by the Columbia County School district which Pinemount Elementary students are invited to attend. This program is offered for students who just finished grades K-5.

Strategy Rationale

Students who need additional support can be supported through enriching activities to promote learning throughout the summer. This program lasts six weeks.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Darby, Donna, darbyd1@columbiak12.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected and analyzed at the district to assess the effectiveness of summer enrichment programs.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

In Columbia County Public Schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state selected assessment contains a subset of Early Childhood Observation System and the first five measures of the Work Sampling System (WSS). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter explaining the assessments. Teachers will meet the parents after the assessments have been completed to review students instruction. Children entering Kindergarten may have benefited from the Columbia County Public Schools' Voluntary Prekindergarten Program. Parent Involvement events for transitioning children into kindergarten include kindergarten orientation. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at an early date to ensure that the child is able to start school on time.

Pinemount Elementary has two prekindergarten classrooms; one serves VPK students, and the other serves PreK handicapped children. Both teachers have a full-time paraprofessional. Instruction is standards-driven and based on the VPK standards. Progress monitoring is on-going using the state assessment.

Our students in grades 1-5 are tested at the beginning of the year, middle of the year, and at the end of the year in iReady reading and math also Performance Matters testing is used to make sure students are showing learning gains though out their school year.

b. College and Career Readiness

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

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** When faculty and staff members make a conscientious effort to build positive relationships with all students on campus academic achievement will increase.
- G2.** If we provide a safe and comfortable environment for our parents while equipping them with strategies to better support their child, then student achievement will increase.
- G3.** If teachers provide quality rigorous instruction that embeds strategic uses of differentiated instruction and small group instruction in all content areas through collaborative teaching and increased knowledge of standards, then student achievement in all content areas will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. When faculty and staff members make a conscientious effort to build positive relationships with all students on campus academic achievement will increase. 1a

G096402

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Mentor List
- Data Chats
- Growth Mindset PD
- Student -focused learning goals
- Kim Bearden PD

Plan to Monitor Progress Toward G1. 8

Look at iReady growth data to monitor student growth.

Person Responsible

Kyala Johnson

Schedule

On 1/31/2018

Evidence of Completion

Look over the iReady growth reports and track progress on scale scores.

Plan to Monitor Progress Toward G1. 8

Look over iReady growth data to monitor student growth for the year.

Person Responsible

Donna Darby

Schedule

On 5/31/2018

Evidence of Completion

Look over the iReady growth reports and track progress on scale scores.

G2. If we provide a safe and comfortable environment for our parents while equipping them with strategies to better support their child, then student achievement will increase. 1a

G096403

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	75.0

Targeted Barriers to Achieving the Goal 3

- Low attendance at parental involvement events

Resources Available to Help Reduce or Eliminate the Barriers 2

- Skilled/willing staff
- After school program
- Volunteers (aid with language barrier)
- Ms. Darby- open door policy
- School messenger system
- Website/Newsletter
- Planners/Tuesday Folders
- Parent/Teacher conferences-flexible hours
- Childcare for Open House
- Math/Science nights
- Family fun nights
- Active PTO
- K-2 Drama performance
- Remind 101
- Facebook

Plan to Monitor Progress Toward G2. 8

FSA/State Assessments/STAR

Person Responsible

Kyala Johnson

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Test results

G3. If teachers provide quality rigorous instruction that embeds strategic uses of differentiated instruction and small group instruction in all content areas through collaborative teaching and increased knowledge of standards, then student achievement in all content areas will increase. 1a

G096404

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	80.0
AMO Reading - All Students	81.0
FCAT 2.0 Science Proficiency	80.0
FAA Writing Proficiency	75.0
Math Lowest 25% Gains	80.0
ELA/Reading Lowest 25% Gains	75.0

Targeted Barriers to Achieving the Goal 3

- Lack of common language of rigor and materials to provide rigorous instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coach and Math, Science TSC
- Common Planning Time within the schedule
- Various intervention materials to aid in DI
- Accelerated Math and other programs to support ambitious instruction
- Motivation ELA
- Ashley Lundy ESE specialist
- Leveled Literacy Intervention Kits

Plan to Monitor Progress Toward G3. 8

iReady testing, FSA, State Assessments

Person Responsible

Kyala Johnson

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Progress Monitoring test scores, data from classroom tests, and other formative data.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G2. If we provide a safe and comfortable environment for our parents while equipping them with strategies to better support their child, then student achievement will increase. **1**

 G096403

G2.B1 Low attendance at parental involvement events **2**

 B259407

G2.B1.S1 Provide planner for our students to aid in the parent communication process. **4**

 S274757

Strategy Rationale

When parents are actively involved then student achievement increases.

Action Step 1 **5**

Purchase planners for our 3rd-5th grade students.

Person Responsible

Rachel Stephens

Schedule

On 6/29/2018

Evidence of Completion

Purchase request

G3. If teachers provide quality rigorous instruction that embeds strategic uses of differentiated instruction and small group instruction in all content areas through collaborative teaching and increased knowledge of standards, then student achievement in all content areas will increase. 1

G096404

G3.B1 Lack of common language of rigor and materials to provide rigorous instruction 2

B259408

G3.B1.S1 Creation of rigorous standards based PD plan including strategic follow up. 4

S274758

Strategy Rationale

This is to provide all our teachers with the same opportunity to view Mrs. Darby's expectations of rigorous instruction. This will increase student learning.

Action Step 2 5

Develop PD on rigorous standards based instruction.

Person Responsible

Kyala Johnson

Schedule

Every 6 Weeks, from 9/21/2016 to 5/31/2017

Evidence of Completion

Developed PD

Action Step 3 5

Identify classrooms that incorporate rigorous standards based instruction.

Person Responsible

Kyala Johnson

Schedule

Semiannually, from 9/21/2016 to 5/31/2017

Evidence of Completion

Identification of model classrooms

Action Step 4 5

Provide plenty of opportunities for teachers to visit model classrooms and expectations for implementation with in their classrooms.

Person Responsible

Kyala Johnson

Schedule

Semiannually, from 10/3/2016 to 5/24/2017

Evidence of Completion

Visitation schedule

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Develop common language and model rigorous standards based instruction.

Person Responsible

Donna Darby

Schedule

Evidence of Completion

email

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Develop PD on rigorous standards based instruction.

Person Responsible

Donna Darby

Schedule

Every 6 Weeks, from 9/6/2017 to 5/18/2018

Evidence of Completion

email

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Identify classrooms that incorporate rigorous standards based instruction.

Person Responsible

Donna Darby

Schedule

Weekly, from 10/2/2017 to 5/10/2018

Evidence of Completion

email

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Provide plenty of opportunities for teachers to visit model classrooms and expectations for implementation with in their classrooms.

Person Responsible

Donna Darby

Schedule

On 5/18/2018

Evidence of Completion

email

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Evidence of standards based rigorous instruction.

Person Responsible

Donna Darby

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom walk-throughs/ observation checklist

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G3.B1.S1.MA1  M396649	Develop common language and model rigorous standards based instruction.	Darby, Donna	8/7/2017	email	No End Date one-time
G3.B1.S1.A4  A368865	Provide plenty of opportunities for teachers to visit model classrooms and expectations for...	Johnson, Kyala	10/3/2016	Visitation schedule	5/24/2017 semiannually
G3.B1.S1.A2  A368863	Develop PD on rigorous standards based instruction.	Johnson, Kyala	9/21/2016	Developed PD	5/31/2017 every-6-weeks
G3.B1.S1.A3  A368864	Identify classrooms that incorporate rigorous standards based instruction.	Johnson, Kyala	9/21/2016	Identification of model classrooms	5/31/2017 semiannually
G3.B1.S1.MA3  M396651	Identify classrooms that incorporate rigorous standards based instruction.	Darby, Donna	10/2/2017	email	5/10/2018 weekly
G3.B1.S1.MA2  M396650	Develop PD on rigorous standards based instruction.	Darby, Donna	9/6/2017	email	5/18/2018 every-6-weeks
G3.B1.S1.MA4  M396652	Provide plenty of opportunities for teachers to visit model classrooms and expectations for...	Darby, Donna	9/5/2017	email	5/18/2018 one-time
G2.MA1  M396647	FSA/State Assessments/STAR	Johnson, Kyala	8/14/2017	Test results	5/31/2018 biweekly
G3.MA1  M396653	iReady testing, FSA, State Assessments	Johnson, Kyala	8/14/2017	Progress Monitoring test scores, data from classroom tests, and other formative data.	5/31/2018 monthly
G3.B1.S1.MA1  M396648	Evidence of standards based rigorous instruction.	Darby, Donna	8/14/2017	Classroom walk-throughs/ observation checklist	6/1/2018 weekly
G2.B1.S1.A1  A368862	Purchase planners for our 3rd-5th grade students.	Stephens, Rachel	11/14/2017	Purchase request	6/29/2018 one-time

V. Professional Development Opportunities

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

G3. If teachers provide quality rigorous instruction that embeds strategic uses of differentiated instruction and small group instruction in all content areas through collaborative teaching and increased knowledge of standards, then student achievement in all content areas will increase.

G3.B1 Lack of common language of rigor and materials to provide rigorous instruction

G3.B1.S1 Creation of rigorous standards based PD plan including strategic follow up.

PD Opportunity 1

Develop PD on rigorous standards based instruction.

Facilitator

Johnson, Kyala

Participants

All teachers

Schedule

Every 6 Weeks, from 9/21/2016 to 5/31/2017

PD Opportunity 2

Identify classrooms that incorporate rigorous standards based instruction.

Facilitator

Participants

Schedule

Semiannually, from 9/21/2016 to 5/31/2017

PD Opportunity 3

Provide plenty of opportunities for teachers to visit model classrooms and expectations for implementation with in their classrooms.

Facilitator

Johnson, Kyala

Participants

All teachers

Schedule

Semiannually, from 10/3/2016 to 5/24/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G2.B1.S1.A1	Purchase planners for our 3rd-5th grade students.				\$842.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - Pinemount Elementary School	School Improvement Funds		\$842.00
			<i>Notes: Planners for 3rd-5th grade</i>			
2	G3.B1.S1.A2	Develop PD on rigorous standards based instruction.				\$1,350.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - Pinemount Elementary School	School Improvement Funds		\$1,350.00
			<i>Notes: Teachers will be given \$50 to purchase supplemental materials to enhance classroom instruction (centers, classroom libraries, hand-on manipulatives)</i>			
3	G3.B1.S1.A3	Identify classrooms that incorporate rigorous standards based instruction.				\$0.00
4	G3.B1.S1.A4	Provide plenty of opportunities for teachers to visit model classrooms and expectations for implementation with in their classrooms.				\$0.00
					Total:	\$2,192.00