

Columbia County School District

Pinemount Elementary School



2020-21 Schoolwide Improvement Plan

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Pinemount Elementary School

324 SW GABRIEL PL, Lake City, FL 32024

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

Demographics

Principal: April Bolkosky

Start Date for this Principal: 8/11/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (74%) 2017-18: A (71%) 2016-17: A (73%) 2015-16: A (74%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Pinemount Elementary believes that Children are our future. Success can be found in everyone, every day. Pinemount believes in building up our students and families. We build positive relationships by establishing great two-way communication with our Pinemount families as well as throughout the community. We communicate through our school's website, planners, electronic sign, The Lake City Reporter (local newspaper), newsletter, Class Dojo, and social media. Pinemount Elementary is committed to encouraging every student to work hard and to have confidence in themselves.

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.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Bolkosky, April	Principal	The administrator is our instructional leader. She oversees student behavior and academic success. She operates under the shared decision-making process with the Lead Team. She conducts classroom walkthroughs and teacher evaluations while ensuring a safe school environment at all times.
Folsom, Laura	Other	Laura Folsom is our Curriculum Resource Teacher (CRT). The CRT oversees curriculum resources, Title 1 Coordinator, Volunteer Coordinator, and assist with discipline.
Johnson, Kyala	Instructional Coach	Kyala Johnson is our Instructional Coach. The Instructional Coach is in charge of our professional development and assists our classroom teachers with lessons and materials.
Bennett, Veronica	Instructional Media	Veronica Bennett is our media specialist. The media specialist is over our media center, grant writing and after care program.
Todd, Amanda	School Counselor	Amanda Todd is our guidance counselor. The guidance counselor is in charge of MTSS, counseling, character education, and the morning news broadcast.

Demographic Information

Principal start date

Tuesday 8/11/2020, April Bolkosky

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

2

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

6

Total number of teacher positions allocated to the school

36

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (74%) 2017-18: A (71%) 2016-17: A (73%) 2015-16: A (74%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	72	75	73	66	64	66	0	0	0	0	0	0	0	416
Attendance below 90 percent	15	12	9	0	13	9	0	0	0	0	0	0	0	58
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	4	3	1	3	0	0	0	0	0	0	0	14
Course failure in Math	0	0	2	1	1	1	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	5	0	0	0	0	0	0	0	6

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	9	9	1	2	2	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	3	0	1	1	0	0	0	0	0	0	0	0	5

Date this data was collected or last updated

Thursday 9/24/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	76	84	79	75	74	68	0	0	0	0	0	0	0	456
Attendance below 90 percent	8	11	6	8	11	4	0	0	0	0	0	0	0	48
One or more suspensions	3	3	0	1	2	2	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	4	7	6	6	1	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	4	8	4	0	0	0	0	0	0	0	16

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	2	0	3	7	2	0	0	0	0	0	0	0	15

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	10	5	1	6	5	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	1	3	3	2	0	0	0	0	0	0	0	9

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	76	84	79	75	74	68	0	0	0	0	0	0	0	456
Attendance below 90 percent	8	11	6	8	11	4	0	0	0	0	0	0	0	48
One or more suspensions	3	3	0	1	2	2	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	4	7	6	6	1	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	4	8	4	0	0	0	0	0	0	0	16

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	2	0	3	7	2	0	0	0	0	0	0	0	15

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	10	5	1	6	5	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	1	3	3	2	0	0	0	0	0	0	0	9

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	75%	60%	57%	69%	56%	55%
ELA Learning Gains	73%	60%	58%	64%	58%	57%
ELA Lowest 25th Percentile	79%	67%	53%	53%	55%	52%
Math Achievement	83%	66%	63%	86%	68%	61%
Math Learning Gains	73%	61%	62%	84%	66%	61%
Math Lowest 25th Percentile	68%	50%	51%	86%	62%	51%
Science Achievement	64%	55%	53%	69%	58%	51%

EWS Indicators as Input Earlier in the Survey

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

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	67%	68%	-1%	58%	9%
	2018	78%	58%	20%	57%	21%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2019	81%	62%	19%	58%	23%
	2018	66%	56%	10%	56%	10%
Same Grade Comparison		15%				
Cohort Comparison		3%				
05	2019	66%	59%	7%	56%	10%
	2018	55%	53%	2%	55%	0%
Same Grade Comparison		11%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	83%	70%	13%	62%	21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	81%	66%	15%	62%	19%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	83%	64%	19%	64%	19%
	2018	87%	67%	20%	62%	25%
Same Grade Comparison		-4%				
Cohort Comparison		2%				
05	2019	77%	65%	12%	60%	17%
	2018	89%	68%	21%	61%	28%
Same Grade Comparison		-12%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	61%	59%	2%	53%	8%
	2018	76%	59%	17%	55%	21%
Same Grade Comparison		-15%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	54	64	60	64	64	64					
BLK	81	83		88	75						
HSP	79	100		84	73						
MUL	52	67		62	56		18				
WHT	77	69	77	86	75	70	72				
FRL	65	69	75	77	66	64	37				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	32	27		62	56						
BLK	53			82							
HSP	75	79		88	86						
MUL	64	60		93	100						
WHT	68	57	40	88	77	72	82				
FRL	60	51	47	85	76	81	76				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	31	47	42	59	59		60				
BLK	46			85							
HSP	48	63		81	81						
MUL	67			82							
WHT	74	67	57	87	87	88	74				
FRL	61	58	56	81	80	85	61				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	515
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	62
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	82
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	84
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	75
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

Pinemount dropped in the area of Science by 17%. The 2017-2018 school year the 5th grade team departmentalized. However, the 2018-2019 school year the teacher taught both math and science. Math and science both have a large number of standards that have to be taught before taking the Florida State Assessment test and the teacher placed more emphasis on the math standards.

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

Science showed the greatest decline during the 2017-2018 school year. The achievement level dropped 17%. The 5th grade math/science teacher was teaching both subject areas. Focusing on two main tested areas and being prepared for the FSA made it difficult for the teacher to apply the amount of rigor students needed to be successful.

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.

Pinemount Elementary scored above the state average in all categories during the 2018-2019 school testing year.

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

All subgroups showed learning gains in ELA. The ELA Lowest 25% Percentile increased 33%, Students with Learning Disabilities increased 37%, and the Hispanic subgroup showed a 21% increase. Instruction was more rigorous and students met required weekly iReady minutes. Teachers placed a great deal of emphasis on structuring small group instruction in order to differentiate lesson according to students specific needs. Pinemount worked as a team with continual push-in by special area teachers, paraprofessionals, tutors, and some members of the leadership team. Administration maintains a positive learning environment that promotes academic success.

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

According to the Early Warning Signs Data, attendance below 90% is our area of concern across the board. Pinemount stresses the importance of being at school on a daily basis in order to be successful in all academic areas. We have 4 migrant students that have attendance gaps. We will continue to offer incentives for Perfect Attendance and continue to foster a positive school culture that make students want to come to school.

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

1. ELA Achievement
2. ELA Learning Gains
3. Math Achievement
4. Math Gains
5. Science Achievement

Part III: Planning for Improvement

Areas of Focus:**#1. Other specifically relating to Parent and Family Engagement**

Area of Focus	By the end of the 2020-2021 school year, proficiency in ELA, Math, and Science will increase by 3% as compared to the 2018-2019 FSA result through the implementation of the Parent and Family Engagement Plan.
Description and Rationale:	
Measurable Outcome:	Measurable outcomes will be determined by using FSA data result for the 2020-2021 school year in Math, ELA, and Science.
Person responsible for monitoring outcome:	Laura Folsom (folsoml@columbiak12.com)
Evidence-based Strategy:	Pinemount offers weekly Family Reading Nights. Family Reading Nights will help improve vocabulary and language skills while introducing students to various genres. Science Night is another event that will assist us in improving our science instruction. During Science Night students will be exposed to science experiments that will excite any learner. Students will learn the proper way to conduct a science experiment and learn ways to increase their knowledge of the Big Idea- Nature of Science.
Rationale for Evidence-based Strategy:	Pinemount understands that students who read often typically have higher ELA scores and become more fluent readers. By providing a safe and comfortable place to read while working on the expansion of reading skills, students can significantly improve their reading comprehension and make reading a great experience. Encouraging students to read more informational text could help increase science scores as well. Many students struggle more with informational text than non-fiction. Reading science related materials can increase our achievement level with science. Providing more hands-on, real world science experiments can be beneficial because it encourages the students to participate in something-observe, ask questions, touch, smell, experiment. Teaching children to make discoveries on their own leads to a strong science connection.

Action Steps to Implement

1. Provide weekly Family Reading Nights.
 2. Parent-Teacher Conferences twice a school year.
 3. Provide a Family Science Night and distribute beneficial science support materials.
 4. Open House and Meet the Teacher where parents can come to learn teacher expectations.
 5. Burgers, Books, and Bingo is a family event that will kick off our Literacy Week to promote continual reading
- by providing students with a wide range of genre books to encourage the love of reading.

Person Responsible Laura Folsom (folsoml@columbiak12.com)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Student achievement will increase by 3% in ELA Achievement. We would like to see our students show growth and meet or exceed achievement levels on assessments. We will provide additional paraprofessional support to expand the number of frequency of small group instruction.
Measurable Outcome:	Pinemount will utilize the Florida State Assessment data for 2020-2021 school year to monitor student growth with ELA Achievement in comparison to the 2018-2019 school year.
Person responsible for monitoring outcome:	Kyala Johnson (wilson-rollek@columbiak12.com)
Evidence-based Strategy:	Continual intervention assistance will be provided for every teacher on a daily basis for reading, depending on the particular student and/or teacher needs. Intervention allows for teachers to pull small groups or focus on one-on-one instruction to ensure all students are getting the required curriculum on their specific level. Pinemount students are allotted iReady lessons every week that are geared to their degree of understanding and increases with rigor as they become stronger with certain content.
Rationale for Evidence-based Strategy:	The evidence-based program, iReady, assigns students the skills that are suitable to their specific needs after completing measurable diagnostic assessments. Grade level curriculum/materials provides rigor and material that exposes students to Florida Standards.

Action Steps to Implement

1. iReady instructs students at their grade level and becomes increasingly more difficult as students show mastery on lessons.
2. Small group instruction, LAFS and Florida Coach supplements to expose students to various texts.
3. Paraprofessional and tutor assistance will help teachers work with more students daily allowing for increased rigor and ability to gauge true understanding of the curriculum being taught.

Person Responsible Kyala Johnson (wilson-rollek@columbiak12.com)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Student achievement will increase by 3% in Math Achievement. We would like to see our students show growth and meet or exceed achievement levels on assessments. We will provide additional paraprofessional support to expand the number of frequency of small group instruction.
Measurable Outcome:	Pinemount will utilize the Florida State Assessment data for 2020-2021 school year to monitor student growth with Math Achievement in comparison to the 2018-2019 school year.
Person responsible for monitoring outcome:	Kyala Johnson (wilson-rollek@columbiak12.com)
Evidence-based Strategy:	Continual intervention assistance will be provided for every teacher on a daily basis for math, depending on the particular student and/or teacher needs. Intervention allows for teachers to pull small groups or focus on one-on-one instruction to ensure all students are getting the required curriculum on their specific level. Pinemount students are allotted iReady lessons every week that are geared to their degree of understanding and increases with rigor as they become stronger with certain content.
Rationale for Evidence-based Strategy:	The evidence-based program, iReady, assigns students the skills that are suitable to their specific needs after completing measurable diagnostic assessments. Grade level curriculum/materials provides rigor and material that exposes students to Florida Standards.

Action Steps to Implement

1. iReady instructs students at their grade level and becomes increasingly more difficult as students show mastery on lessons.
2. Morning Math Lab helps improve daily math facts while increasing the difficulty level once one skill is mastered.
3. Paraprofessional and tutor assistance will help teachers work with more students daily allowing for increased rigor and ability for increased rigor and ability to gauge a true understanding of the curriculum being taught.

Person Responsible Kyala Johnson (wilson-rollek@columbiak12.com)

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Student achievement will increase by 3% in Science Achievement. We would like to see our students show growth and meet or exceed achievement levels on assessments. We will provide additional paraprofessional support to expand the number of frequency of small group instruction.

Measurable Outcome: Pinemount will utilize the Florida State Assessment data for 2020-2021 school year to monitor student growth with Math Achievement in comparison to the 2018-2019 school year.

Person responsible for monitoring outcome: Kyala Johnson (wilson-rollek@columbiak12.com)

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

1. Frequent hands-on science experiments along with Science Coach, small group instruction, and STEM based activities during Tech Special Area will promote academic success in the area of science.
2. Paraprofessional and tutor assistance will help teachers work with more students daily allowing for increased rigor and ability to gauge a true understanding of the curriculum being taught.

Person Responsible Kyala Johnson (wilson-rollek@columbiak12.com)

1. Frequent hands-on science experiments along with Science Coach, small group instruction, and STEM based activities during Tech Special Area will promote academic success in the area of science.
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Additional Schoolwide Improvement Priorities

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

Student achievement will increase by 3% in ELA Achievement, 3% in Math Achievement, and 3% in Science Achievement. Teachers will continuously monitor the progress of of bottom quartile students.

Part IV: Positive Culture & Environment

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

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

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

Parent involvement will include participation in a variety of school-sponsored activities and student attendance at school. Teachers hold parent conferences with the parents of all students in an effort to communicate the school's vision of commitment 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, Parent surveys are made available to gain valuable input on how the school can better meet their needs. We use two-way communication with parents by using Class DOJO and Facebook. We have a School Advisory Council (SAC) where members brainstorm ways to improve our parent and family engagement.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Other: Parent and Family Engagement				\$5,074.12
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	310-Professional and Technical Services	0291 - Pinemount Elementary School	Title, I Part A	0.0	\$450.00
			<i>Notes: MOAS Portable Planetarium</i>			
	6150	369-Technology-Related Rentals	0291 - Pinemount Elementary School	Title, I Part A	0.0	\$50.00
			<i>Notes: All Pro Dads Online Subscription</i>			

	6150	510-Supplies	0291 - Pinemount Elementary School	Title, I Part A	0.0	\$4,574.12
			<i>Notes: Parent and Family Workshops/Materials and Supplies/Resources</i>			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$156,131.81
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	0291 - Pinemount Elementary School	Title, I Part A	0.0	\$680.00
			<i>Notes: Reading Eggs</i>			
	5100	510-Supplies	0291 - Pinemount Elementary School	Title, I Part A	0.0	\$997.81
			<i>Notes: Paper, markers, writing utensils, laminating film, binders, manipulatives, supplemental supplies, colored paper/copy paper</i>			
	5100	519-Technology-Related Supplies	0291 - Pinemount Elementary School	Title, I Part A	0.0	\$186.66
			<i>Notes: Ink</i>			
	5100	644-Computer Hardware Non-Capitalized	0291 - Pinemount Elementary School	Title, I Part A	0.0	\$2,950.00
			<i>Notes: Chromebooks</i>			
	5100	692-Computer Software Non-Capitalized	0291 - Pinemount Elementary School	Title, I Part A	0.0	\$252.70
			<i>Notes: Chromebook Operating Software</i>			
	5100	100-Salaries	0291 - Pinemount Elementary School	Title, I Part A	0.0	\$24,459.03
			<i>Notes: Parapro</i>			
	5100	369-Technology-Related Rentals	0291 - Pinemount Elementary School	Title, I Part A	0.0	\$16,615.50
			<i>Notes: iReady</i>			
	5100	100-Salaries	0291 - Pinemount Elementary School	Title, I Part A	0.0	\$7,425.60
			<i>Notes: Tutor Salary</i>			
	5100	220-Social Security	0291 - Pinemount Elementary School	Title, I Part A	0.0	\$568.09
			<i>Notes: Tutor Social Security</i>			
	6400	100-Salaries	0291 - Pinemount Elementary School	Title, I Part A	0.0	\$15,065.72
			<i>Notes: Instructional Coach Salary</i>			
	6400	330-Travel	0291 - Pinemount Elementary School	Title, I Part A	0.0	\$900.00
			<i>Notes: Travel-Exceeding Expectations</i>			
	6400	750-Other Personal Services	0291 - Pinemount Elementary School	Title, I Part A	0.0	\$3,390.00
			<i>Notes: Substitutes (Teachers) Data Days</i>			

	6300	100-Salaries	0291 - Pinemount Elementary School	Title, I Part A	0.0	\$76,985.92
			<i>Notes: Curriculum and Instruction</i>			
	5100	369-Technology-Related Rentals	0291 - Pinemount Elementary School	Title V, Part B	0.0	\$4,298.78
			<i>Notes: Accelerated Reader</i>			
	6400	140-Substitute Teachers	0291 - Pinemount Elementary School	Title II	0.0	\$1,356.00
			<i>Notes: Data Days</i>			
3	III.A.	Areas of Focus: Instructional Practice: Math				\$7,385.47
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	0291 - Pinemount Elementary School	Title, I Part A	0.0	\$3,725.00
			<i>Notes: Freckle</i>			
	5100	369-Technology-Related Rentals	0291 - Pinemount Elementary School	Title, I Part A	0.0	\$1,376.00
			<i>Notes: Math Seeds</i>			
	5100	510-Supplies	0291 - Pinemount Elementary School	Title, I Part A	0.0	\$997.81
			<i>Notes: Paper, markers, writing utensils, laminating film, binders, manipulatives, supplemental supplies, colored paper/copy paper</i>			
	5100	519-Technology-Related Supplies	0291 - Pinemount Elementary School	Title, I Part A	0.0	\$186.66
			<i>Notes: Ink</i>			
	6400	310-Professional and Technical Services	0291 - Pinemount Elementary School	Title, I Part A	0.0	\$1,100.00
			<i>Notes: Freckle/Math Seeds Virtual PD</i>			
4	III.A.	Areas of Focus: Instructional Practice: Science				\$2,768.32
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	310-Professional and Technical Services	0291 - Pinemount Elementary School	Title, I Part A	0.0	\$700.00
			<i>Notes: DoDad Science Lab</i>			
	5100	510-Supplies	0291 - Pinemount Elementary School	Title, I Part A	0.0	\$997.82
			<i>Notes: Paper, markers, writing utensils, laminating film, binders, manipulatives, supplemental supplies, colored paper/copy paper</i>			
	5100	519-Technology-Related Supplies	0291 - Pinemount Elementary School	Title, I Part A	0.0	\$186.68
			<i>Notes: Printer Ink</i>			
	5100	369-Technology-Related Rentals	0291 - Pinemount Elementary School	Title V, Part B	0.0	\$883.82
			<i>Notes: Study Island</i>			

Total:	\$171,359.72
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