

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

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

## School Board Approval

This plan is pending approval by the 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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| <b>Title I Requirements</b>           | <b>0</b>  |
| <b>Budget to Support Goals</b>        | <b>20</b> |

# Pinemount Elementary School

324 SW GABRIEL PL, Lake City, FL 32024

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

## School Demographics

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

## School Grades History

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

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

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

|  |  |
|--|--|
| <b>2020-21 Status</b><br>(per MSID File)   | Active   |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Elementary School<br>PK-5  |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education   |
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| <b>SI Region</b>   | Northeast  |
| <b>Regional Executive Director</b>   | <a href="#">Cassandra Brusca</a>   |
| <b>Turnaround Option/Cycle</b>   | N/A  |
| <b>Year</b>  |  |
| <b>Support Tier</b>  |  |



|  |     |
|--|-----|
| <b>ESSA Status</b>   | N/A |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> . |     |

## Early Warning Systems

### Current Year

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

| Indicator                                 | Grade Level |    |    |    |    |    |   |   |   |   |    |    |    | Total |
|---|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
|   | K           | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Number of students enrolled               | 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    |

| <b>Asian Students</b>  |     |
|--|-----|
| 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   |
| <b>Black/African American Students</b>   |     |
| 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   |
| <b>Hispanic Students</b>   |     |
| 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   |
| <b>Multiracial Students</b>  |     |
| 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   |
| <b>Pacific Islander Students</b>   |     |
| 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   |
| <b>White Students</b>  |     |
| 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   |
| <b>Economically Disadvantaged Students</b>   |     |
| 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**

|   |   |
|---|---|
| <b>Area of Focus</b>                              | 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.   |
| <b>Description and Rationale:</b>                 |   |
| <b>Measurable Outcome:</b>                        | Measurable outcomes will be determined by using FSA data result for the 2020-2021 school year in Math, ELA, and Science.  |
| <b>Person responsible for monitoring outcome:</b> | Laura Folsom (folsoml@columbiak12.com)  |
| <b>Evidence-based Strategy:</b>                   | 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.   |
| <b>Rationale for Evidence-based Strategy:</b>     | 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.
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.
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)

**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>   |                 |     |                     |
| <b>2</b> | <b>III.A.</b> | <b>Areas of Focus: Instructional Practice: ELA</b> |  |                 |     | <b>\$156,131.81</b> |
|          | 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>  |                 |     |                   |
| <b>3</b> | <b>III.A.</b> | <b>Areas of Focus: Instructional Practice: Math</b>    |  |                 |     | <b>\$7,385.47</b> |
|          | 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>  |                 |     |                   |
| <b>4</b> | <b>III.A.</b> | <b>Areas of Focus: Instructional Practice: Science</b> |  |                 |     | <b>\$2,768.32</b> |
|          | 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>   |                 |     |                   |

|  |                                   |
|--|-----------------------------------|
|  | <b>Total:</b> <b>\$171,359.72</b> |
|--|-----------------------------------|