Pinemount Elementary School

2021-22 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: 8/10/2020

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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	26%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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SIP Authority

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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	Position Title	Job Duties and Responsibilities
Bolkosky, April	Principal	* (1) Promote and maintain an educational environment where improving student outcomes is the primary focus. * (2) Provide educational leadership and support in the development and instructional delivery of all curricular programs for the school. * (3) Set high goals and standards of performance for self and others. * (4) Provide comprehensive leadership to the school in the planning and implementation of school improvement initiatives. * (5) Involve the faculty and the School Improvement Team/School Advisory Council (SAC) in decision-making. (6) Enhance the decision-making capabilities of all school-based personnel. * (7) Function collaboratively with the School Improvement Team/ SAC and district office to develop and implement a School Improvement Plan. * (8) Model collaborative planning and shared decision-making with staff, faculty and the School Improvement Team/SAC. (9) Establish and balance priorities through effective time management. (10) Utilize appropriate interpersonal styles that indicate a consideration for the feelings and needs of others and that guide individuals or groups toward task / goal accomplishment. (11) Convey confidence and engender respect through professional appearance and actions. *(12) Demonstrate readiness to make decisions, render judgments, take action, and commit oneself and assume full responsibility for those actions. (13) Maintain stable performance under pressure and / or opposition. (14) Establish procedures to monitor and / or regulate processes, tasks, or activities of subordinates and job activities and responsibilities. Take action to monitor the results of delegated assignments or projects. *(15) Encourage continuous personal and professional development for all staff members. *(16) Manage the operation of all activities and functions. *(17) Interview and select qualified personnel to be recommended for employment. *(18) Conduct performance appraisals and make reappointment recommendations for school personnel. *(19) Implement and administer negotiated employee contracts. *(20) Coordinate facility and support service requirements.

Name	Position Title	Job Duties and Responsibilities
		*(21) Coordinate plant safety and facility inspections. *(22) Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts. *(23) Establish and manage student accounting and attendance procedures. *(24) Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment. *(25) Direct the establishment of adequate property inventory records and ensure the security of school property. *(26) Coordinate the supervision of all extracurricular programs. *(27) Manage and supervise the school's athletic and student activity programs including the selection of club sponsors and coaches, approve all school-sponsored activities, and maintain a calendar of all school events. *(28) Maintain visibility and accessibility on the school campus. *(29) Attend school-related activities and events.
Shaw, Ashley	Curriculum Resource Teacher	*(1)Assist in identifying curriculum and parental involvement needs and provide the coordination and technical assistance necessary to implement meaningful program change. *(2) Serve as a resource to students, staff, administration, parents and community in curriculum and parental involvement. *(3) Provide leadership in program and curriculum investigation that will enhance planning and development in school improvement as it relates to high expectations for all students in meeting the state's performance standards. *(4) Coordinate the Title I School-wide Program / School Improvement Plan as it relates to curriculum, Florida State Standards, parental involvement, budget, inventory, and district, state and federal regulations which includes federal program compliance and program monitoring evidence. *(5) Coordinate the development of the School Improvement Plan to include the required School Improvement components, Title I School-wide components as well as parent, faculty, staff and community stakeholder input according to state and federal regulations. *(6) Coordinate a parent involvement program that includes: parental input, a parent involvement plan, workshops, in-service activities, guests speakers, effective home-school communication, and

Name	Position Title	Job Duties and Responsibilities
		coordination and communication with the Title I district parent involvement office. (7) Coordinate staff development activities as needed to support school programs and the school improvement plan., (8) Serve as volunteer coordinator/business partner contact. (9) Assist in building partnerships with business, community organizations and governmental agencies. (10) Facilitate communication between school and district-level personnel. (11) Assist in identifying and procuring appropriate instructional materials. (12) Analyze district and school data to assist in identifying program needs. (13) Working ability in the use technology and software in analyzing district and school data, building spreadsheets, using electronic forms, web-based applications, communicating frequently through email, and other uses of technology as the need arises. (14) Perform all other duties as assigned.
Johnson, Kyala	Instructional Coach	*(1) Coach and support teachers as best practices are implemented in the classroom. (2) Help identify struggling readers. *(3) Provide leadership in designing, implementing, and monitoring reading interventions for struggling students. (4) Collaborate with the principal for administrative decisions related to curriculum. * (5) Promote ongoing professional development of teachers in the building through activities such as coaching, grade/department/team meetings, classroom demonstrations, and study groups. *(6) Provide leadership in the selection, acquisition and management of student instructional materials and resources. *(7) Provide leadership in the selection, acquisition and management of teacher professional development materials and resources. (8) Interpret and use data, including but not limited to standardized and other test results, for diagnosis, instructional planning and program evaluation, with the use of technology. *(9) Provide demonstrations of research based teaching practices.

Name	Position Title	Job Duties and Responsibilities
		(10) Monitor the school's ongoing progress toward 100% literacy. *(11) Plan and prepare instructional strategies that contribute to a climate where students are actively engaged in meaningful learning experiences. *(12) Assist in preparing for changing curriculum needs and continuous improvement. *(13) Develop and use assessment strategies (traditional and alternative) to assist the continuous development of learners. *(14) Seek out multiple data sources providing evidence of student growth and developmental needs. Examples include: parent interaction, collegial team interaction, and planning. *(15) Demonstrate knowledge and understanding of curriculum content. *(16) Apply principles of learning and effective teaching in instructional delivery. *(17) Use appropriate techniques and strategies to enhance the application of application of critical, creative and evaluative thinking capabilities of students. *(18) Facilitate the development and implementation of blended learning opportunities. *(19) Participate in district sponsored staff developmental programs. (20) Perform all other duties assigned.
Bennett, Veronica	Instructional Media	* (1) Provide a broad collection of media for different levels of maturity, ability and interest. * (2) Oversee the organization of materials and equipment for easy accessibility by students and teachers. * (3) Provide instruction to students and faculty in regard to utilization of media center services and opportunities for learning. * (4) Communicate clearly and effectively in both written and oral form with students, parents, and others. * (5) Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities. * (6) Maintain an atmosphere conducive to learning. * (7) Maintain accurate, complete, and correct records as required by law, district policy, and administrative regulations. * (8) Assist in enforcement of school rules, administrative

Name	Position Title	Job Duties and Responsibilities
		regulations, and board policy. * (9) Guide reference and research work of individuals, small and large groups. *(10) Maintain inventory records of print and non-print materials and equipment. *(11) Select and order materials and equipment within budgetary constraints and school and district policy. *(12) Plan media center operations and maintenance. *(13) Act as a resource person in providing ideas, and / or resource materials to be included as part of classroom units. *(14) Establish written policies and procedures for the media center program. *(15) Provide for on-going evaluation / modification of the media center program. *(16) Supervise and effectively utilize the services of the library clerk. *(17) Provide for security and accountability of media materials and equipment. (18) Promote the media center through an effective public relations program. (19) Perform all other duties as assigned.
Todd, Amanda	School Counselor	* (1) Coordinate school-wide guidance program which includes classroom guidance, small group counseling, individual counseling and crisis counseling. * (2) Provide a safe, nurturing environment that stimulates academic, moral, and social growth. * (3) Coordinate the efforts of the school, special services and programs, and community resources in providing for the intellectual, psychological, physical and emotional needs of the students, particularly those with learning and / or behavior problems. * (4) Communicate clearly and effectively in both written and oral form with students, parents, and others. * (5) Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities. * (6) Assist students in developing positive and realistic self-concepts and in adjusting effectively to the school environment. * (7) Maintain accurate, complete, and correct records as required by law, district policy, and administrative regulations. * (8) Assist in enforcement of school rules, administrative regulation and board policy.

Name	Position Title	Job Duties and Responsibilities
		* (9) Implement a variety of counseling techniques to meet varying needs and learning styles of students. *(10) Assist students in learning to accept responsibility, demonstrate respect for people and property, and demonstrate self-discipline. *(11) Assist students in developing effective communication skills, social skills, and interpersonal relationship skills. *(12) Coordinate referrals to community agencies such as the Mental Health Clinic, Department of Families and Children, etc. *(13) Assist parents, guardians and / or teachers in gaining knowledge, understanding and skills needed to respond to the needs of students. *(14) Provide leadership on the Child Study Team and assistance with the placement and plans for exceptional education students. *(15) Provide counseling to students on academic and career matters. *(16) Assist with registration, orientation, and scheduling of students. (17) Perform all other duties as assigned.

Demographic Information

Principal start date
Monday 8/10/2020, 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.*
1

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.*
3

Total number of teacher positions allocated to the school
37

Total number of students enrolled at the school
460

Identify the number of instructional staff who left the school during the 2020-21 school year.
7

Identify the number of instructional staff who joined the school during the 2021-22 school year.
8

Demographic Data

Early Warning Systems

2021-22

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	79	75	73	70	72	56	0	0	0	0	0	0	0	425
Attendance below 90 percent	16	24	16	11	13	6	0	0	0	0	0	0	0	86
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	8	4	4	6	0	0	0	0	0	0	0	26
Course failure in Math	0	1	2	4	4	3	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	4	3	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	3	1	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	3	7	4	4	4	0	0	0	0	0	0	0	22

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	6	5	2	5	3	1	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	3	0	3	1	0	0	0	0	0	0	0	7

Date this data was collected or last updated

Thursday 9/2/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				75%	60%	57%	67%	53%	56%
ELA Learning Gains				73%	60%	58%	58%	51%	55%
ELA Lowest 25th Percentile				79%	67%	53%	46%	46%	48%
Math Achievement				83%	66%	63%	88%	67%	62%
Math Learning Gains				73%	61%	62%	80%	63%	59%
Math Lowest 25th Percentile				68%	50%	51%	79%	57%	47%
Science Achievement				64%	55%	53%	81%	57%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	67%	68%	-1%	58%	9%
Cohort Comparison						
04	2021					
	2019	81%	62%	19%	58%	23%
Cohort Comparison		-67%				
05	2021					
	2019	66%	59%	7%	56%	10%
Cohort Comparison		-81%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	83%	70%	13%	62%	21%
Cohort Comparison						
04	2021					
	2019	83%	64%	19%	64%	19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-83%				
05	2021					
	2019	77%	65%	12%	60%	17%
Cohort Comparison		-83%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	61%	59%	2%	53%	8%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

K-5 iReady

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24%	64%	86%
	Economically Disadvantaged	24%	64%	86%
	Students With Disabilities	1%	43%	71%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	.05%	55%	84%
	Economically Disadvantaged	.05%	55%	84%
	Students With Disabilities	0	71%	86%
	English Language Learners	NA	NA	0%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	44%	68%	84%
	Economically Disadvantaged	44%	68%	84%
	Students With Disabilities	0%	17%	33%
	English Language Learners	0%	0%	100%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17%	52%	73%
	Economically Disadvantaged	17%	52%	73%
	Students With Disabilities	0%	0%	16%
	English Language Learners	0%	100%	100%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	63%	81%	78%
	Economically Disadvantaged	63%	81%	78%
	Students With Disabilities	43%	50%	64%
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	63%	63%	78%
	Economically Disadvantaged	63%	63%	78%
	Students With Disabilities	.07%	21%	71%
	English Language Learners	0	0	0

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29%	54%	82%
	Economically Disadvantaged	29%	54%	82%
	Students With Disabilities	0%	17%	50%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17%	46%	79%
	Economically Disadvantaged	17%	46%	79%
	Students With Disabilities	0%	0%	33%
	English Language Learners	0	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	33%	50%	73%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37%	62%	73%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	23			50							
BLK	53			67							
HSP	58			83							
MUL	50			60							
WHT	71	61	40	77	72		71				
FRL	61	53	33	70	62	70	57				

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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	453
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
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%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	71
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	

White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

For ELA, our 5th Grade scores in ELA are maintaining the same percentage of proficiency. 4th Grade dropped a little, but is still higher than it was in 2017-18. Our 3rd grade ELA scores decreased a little more by 4.1 percentage points.
For Math, our percentages have dropped. However, we have maintained a high performance level compared to other schools in our district. For 3rd Grade Math we placed 3rd, and for 4th and 5th Grade Math we placed 2nd. Our 3rd-5th Grade percentages have dropped 45 percentage points.
For Science, our 5th Grade scores in Science have increased by 2.2 percentage points. Although the student performance has increased, it is still not as high as it was in 2017-18.
Our students with disabilities are our lowest performers in the school in ELA and Math, but there was a huge jump in ELA showing 16 percentage points gain during the 2018-2019 school year. We provide support for these students but we need to push more support to help them become more successful. Our African- American students and low-income students also do not perform to the level in which we would like. We are a Title I school and we have tutors that continue to work with these students. Our migrant students are also a challenge because oftentimes they come to us not knowing our language. We need to look at hiring a Spanish speaking paraprofessional to help us more with these students.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our 3rd grade ELA scores decreased a little more by 4.1 percentage points. Our 3rd-5th Grade Math percentages have dropped 45 percentage points. Although the student performance in Science has increased, it is still not as high as it was in 2017-18. Our students with disabilities are our lowest performers in the school in ELA and Math, but there was a huge jump in ELA showing 16 percentage points gain during the 2018-2019 school year. Our African- American students and low-income

students also do not perform to the level in which we would like. Our migrant students are also a challenge because oftentimes they come to us not knowing our language.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

For ELA and Math, we need to improve our instruction in whole group and small groups to help our students make proficiency and make the learning gains needed, by using data to guide instruction. For Science, we adopted a new reading series this year, which has a lot of embedded science material included. We are confident this will help increase our scores even more.
As far as out student performance by subgroups, we need to push more support to help them become more successful. Tutors could help support that need. As for our migrant students, we need to look at hiring a Spanish speaking paraprofessional to help us more with these students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

For ELA, our 5th Grade scores in ELA are maintaining the same percentage of proficiency. 4th Grade dropped a little, but is still higher than it was in 2017-18. For Math, even though our percentages have dropped, we have maintained a high performance level compared to other schools in our district. For 3rd Grade Math we placed 3rd, and for 4th and 5th Grade Math we placed 2nd. For Science, our 5th Grade scores in Science have increased by 2.2 percentage points.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The supplemental materials that are in place, additional support, mostly highly effective teachers are all contributing factors to this improvement. We are implementing a new online Math program to support these improvements, and we hired a second Inclusion Teacher to help provide additional support. For Reading, we have a new curriculum that encompasses all of the reading components.

What strategies will need to be implemented in order to accelerate learning?

Our 3rd, 4th and 5th grade teams are team teaching using ability grouping. One teacher teaches ELA/Social Studies and the other teaches Math/Science. Team teaching will allow for our teachers to instruct using their strengths. The teachers will continue to use iReady, LAFS, and I Know It to help intervention/enrichment groups.
We will continue to push in tutors and paraprofessional support to provide differentiated instruction in order to meet student needs. Data will be used to drive our daily instruction both in whole group and in small groups.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities include: The instructional coach provides professional learning to all teachers and school administration in the areas of ELA, Math, Science, Social Studies, and Parent Involvement. Also, the Instructional Coach will facilitate in-depth exploration of curriculum and testing requirements for grades 3-5 in Reading and Math.
Grade level PLC's to disseminate data and discuss strategies needed to improve struggling students and challenge on grade level students. Data Days will be set at least two or three times per year to review standards, analyze grade level data for "Glows and Grows" in order to drive academic success.
Teachers will continue to collaborate with other teachers to discuss data, look for trends, plan for

instruction and assessments. Many of our teachers are very welcoming to having people observe their classrooms. We have quite a number of teachers that have been trained as peer teachers and are able to offer their assistance whenever needed. We also have several teachers that are willing to serve as trainers for the district.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our 3rd, 4th and 5th grade teams are team teaching using ability grouping. One teacher teaches ELA/Social Studies and the other teaches Math/Science. Team teaching will allow for our teachers to instruct using their strengths. The teachers will continue to use iReady, LAFS, and I Know It to help intervention/enrichment groups.

We will continue to push in tutors and paraprofessional support to provide differentiated instruction in order to meet student needs. Data will be used to drive our daily instruction both in whole group and in small groups.

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Parent and Family Engagement	
Area of Focus Description and Rationale:	By the end of the 2021-2022 school year, proficiency in ELA, Math, and Science will increase by 2% as compared to the 2018-2019 FSA result through the implementation of the Parent and Family Engagement Plan.
Measurable Outcome:	Measurable outcomes will be determined by using FSA data result for the 2021-2022 school year in Math, ELA, and Science.
Monitoring:	By making sure that the events are taking place in a timely manner, and provides purposeful and intentional material.
Person responsible for monitoring outcome:	Ashley Shaw (shawa@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	Ashley Shaw (shawa@columbiak12.com)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Student achievement will increase by 2% 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 frequency of small group instruction.
Measurable Outcome:	Pinemount will utilize the Florida State Assessment data for 2021-2022 school year to monitor student growth with ELA Achievement in comparison to the 2018-2019 school year.
Monitoring:	Observation of progress monitoring data from iReady Reading.
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 of 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 2% 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 frequency of small group instruction.
Measurable Outcome:	Pinemount will utilize the Florida State Assessment data for 2021-2022 school year to monitor student growth with Math Achievement in comparison to the 2018-2019 school year.
Monitoring:	Observation of progress monitoring data from iReady Math.
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 of 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 2% 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 frequency of small group instruction.
Measurable Outcome:	Pinemount will utilize the Florida State Assessment data for 2021-2022 school year to monitor student growth with Math Achievement in comparison to the 2018-2019 school year.
Monitoring:	Observation of progress monitoring data from Performance Matters Science.
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)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The data on Safe Schools for Pinemount shows that we are ranked Moderate, #777 out of 1395 for the state, and #5 out of 6 in the county. As of the 2019-2020 school year, Pinemount is rated lower than the state with reported incidents. Even though our number of referrals has decreased we would like to see them continue to decrease even more. The principal is not able to be in classes as much as she would like to be. We do not have an assistant principal or a behavioral resource teacher so much of our discipline is being dealt with from our principal.

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.

Pinemount Elementary is a united school community where learning is recognized as a lifelong process and education is the key to the future. A nurturing atmosphere is provided which challenges individuals to take risks in order to realize their potential. Together we are committed to the development of curious, well rounded, responsible citizens.

Pinemount offers many ways in which our parents and community members can become involved, and offers many different ways to include parents in the education process. All of our teachers try to make parent contact in the first three weeks of school to also help build that relationship for positive parent and family involvement. Our upper grades use a planner which is another way that parents can send messages to the teacher or to request a parent conference. All of our teachers also use Class Dojo as a way to bridge the home school communication barrier.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

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.

Pinemount Elementary School has a great reputation in the community. We partner with the Lake City Reporter to advertise the events held at school as well as send in pictures and write ups about the positive activities happening at our school. We provide a food backpack program where a local church donates food and we make food bags for 19 different needy families in our school. We send home community notes in our students book bags to advertise happenings in the county. We partner with United Way with the Reading Pals program. This program allows for volunteers to come in and read with our kindergarten students. We also have guest readers from the community come during Celebrate Literacy Week. Our younger grades also do a study on community helpers where we have different businesses partner with us and come and educate the students about their profession (Columbia County Fire Department, Florida Power and Light, Army, Columbia County Sheriff's Department)

Pinemount shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents,

and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parent and the school.

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	$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
		Total:	**$53,368.85**