

Columbia County School District

Pinemount Elementary School



2022-23 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 |
| 2021-22 Title I School | Yes |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2021-22 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 | 2021-22: A (72%) 2018-19: A (74%) 2017-18: A (71%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northeast |
| Regional Executive Director | Cassandra Brusca |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | N/A |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

This plan was approved by the Columbia County School Board on 10/25/2022.

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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| Budget to Support Goals | 0 |

Pinemount Elementary School

324 SW GABRIEL PL, Lake City, FL 32024

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

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2021-22 Title I School | 2021-22 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 | 28% |

School Grades History

| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|-------|---------|---------|---------|---------|
| Grade | 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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

| Name | Position Title | Job Duties and Responsibilities |
|-------------------------|--|---|
| | | <p>*(21) Coordinate plant safety and facility inspections.</p> <p>*(22) Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts.</p> <p>*(23) Establish and manage student accounting and attendance procedures.</p> <p>*(24) Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.</p> <p>*(25) Direct the establishment of adequate property inventory records and ensure the security of school property.</p> <p>*(26) Coordinate the supervision of all extracurricular programs.</p> <p>*(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.</p> <p>*(28) Maintain visibility and accessibility on the school campus.</p> <p>*(29) Attend school-related activities and events.</p> |
| <p>Shaw, Ashley</p> | <p>Curriculum Resource Teacher</p> | <p>(1) Assist in identifying curriculum and parental involvement needs and provide the coordination and technical assistance necessary to implement meaningful program change.</p> <p>*(2) Serve as a resource to students, staff, administration, parents and community in curriculum and parental involvement.</p> <p>*(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.</p> <p>*(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.</p> <p>*(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.</p> <p>*(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</p> |

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

| Name | Position Title | Job Duties and Responsibilities |
|-------------------------|-------------------------|---|
| | | <p>regulations, and board policy.</p> <ul style="list-style-type: none"> * (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. |
| <p>Todd, Amanda</p> | <p>School Counselor</p> | <ul style="list-style-type: none"> (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 |
|---------------|----------------|--|
| | | <p>* (9) Implement a variety of counseling techniques to meet varying needs and learning styles of students.</p> <p>*(10) Assist students in learning to accept responsibility, demonstrate respect for people and property, and demonstrate self-discipline.</p> <p>*(11) Assist students in developing effective communication skills, social skills, and interpersonal relationship skills.</p> <p>*(12) Coordinate referrals to community agencies such as the Mental Health Clinic, Department of Families and Children, etc.</p> <p>*(13) Assist parents, guardians and / or teachers in gaining knowledge, understanding and skills needed to respond to the needs of students.</p> <p>*(14) Provide leadership on the Child Study Team and assistance with the placement and plans for exceptional education students.</p> <p>*(15) Provide counseling to students on academic and career matters.</p> <p>*(16) Assist with registration, orientation, and scheduling of students.</p> <p>(17) Perform all other duties as assigned.</p> |
| Thomas, Kelly | Other | <p>(1) Assist in the development and implementation of the Positive Behavior System plan.</p> <p>(2) Coach, model, mentor and support school staff in behavioral modification best practices.</p> <p>(3) Help identify struggling students.</p> <p>(4) Provide leadership in designing, implementing, and monitoring curriculum and/or behavioral interventions for struggling students.</p> <p>(5) Collaborate with the principal for administrative decisions related to behavior, attendance and student discipline.</p> <p>(6) Assist in data analysis for planning intervention instruction and monitoring the school's ongoing progress toward meeting the state's performance standards.</p> <p>(7) Use appropriate student behavior management techniques.</p> <p>(8) Participate in the implementation and/or design of a school-wide behavior management plan including discipline.</p> <p>(9) Advise students on appropriate school behavior and follow-up with parents and teachers on results.</p> |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---|
| | | (10) Assist teachers as an additional resource for classroom management and appropriate student behavior, provide teacher in-service as needed. (11) Conduct staff development activities related to student behavior-management. (12) Work directly with students concerning academic motivation strategies. (13) Assist in enforcement of school rules, administrative regulations, and Board policies. (14) Facilitate communication between school and district-level personnel. (15) Perform all other duties as assigned. (16) Maintain confidentiality of student and other professional information. (17) Foster student responsibility, appropriate social behavior, integrity, appreciation of cultural diversity, and respect for self and others by role modeling and learning activities. |

Demographic Information

Principal start date

Monday 8/10/2020, April Bolkosky

Number of teachers with a 2022 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.*

4

Number of teachers with a 2022 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

38

Total number of students enrolled at the school

474

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 76 | 74 | 70 | 68 | 78 | 69 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 435 |
| Attendance below 90 percent | 18 | 8 | 10 | 13 | 7 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 61 |
| One or more suspensions | 1 | 0 | 1 | 2 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Course failure in ELA | 0 | 4 | 6 | 6 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |
| Course failure in Math | 0 | 0 | 1 | 2 | 4 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 2 | 6 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 1 | 8 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |
| Number of students with a substantial reading deficiency | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |

Using the table above, complete the table below with the number of students by current grade level who have 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 | 1 | 4 | 4 | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |

Using current year data, complete the table below with the number of students identified as being "retained.":

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 6 | 5 | 2 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| Students retained two or more times | 0 | 0 | 0 | 4 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |

Date this data was collected or last updated

Thursday 8/25/2022

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 | 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 |

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 | 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 |

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 | 2022 | | | 2021 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 68% | 58% | 56% | | | | 75% | 60% | 57% |
| ELA Learning Gains | 70% | | | | | | 73% | 60% | 58% |
| ELA Lowest 25th Percentile | 68% | | | | | | 79% | 67% | 53% |
| Math Achievement | 84% | 55% | 50% | | | | 83% | 66% | 63% |
| Math Learning Gains | 85% | | | | | | 73% | 61% | 62% |
| Math Lowest 25th Percentile | 70% | | | | | | 68% | 50% | 51% |
| Science Achievement | 60% | 67% | 59% | | | | 64% | 55% | 53% |

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 |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 67% | 68% | -1% | 58% | 9% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 81% | 62% | 19% | 58% | 23% |
| Cohort Comparison | | -67% | | | | |
| 05 | 2022 | | | | | |

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 66% | 59% | 7% | 56% | 10% |
| Cohort Comparison | | -81% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 83% | 70% | 13% | 62% | 21% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 83% | 64% | 19% | 64% | 19% |
| Cohort Comparison | | -83% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 77% | 65% | 12% | 60% | 17% |
| Cohort Comparison | | -83% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 61% | 59% | 2% | 53% | 8% |
| Cohort Comparison | | | | | | |

Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD | 30 | 50 | | 43 | 68 | | | | | | |
| BLK | 52 | 54 | | 81 | 85 | | | | | | |
| HSP | 67 | | | 87 | | | | | | | |
| WHT | 69 | 72 | 67 | 83 | 86 | 67 | 62 | | | | |
| FRL | 66 | 64 | 62 | 82 | 84 | 71 | 54 | | | | |

| 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 | | | | |

ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | N/A |
| OVERALL Federal Index – All Students | 72 |
| 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 | 505 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 100% |

| Subgroup Data | |
|---|-----|
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 48 |
| 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 |

| English Language Learners | |
|--|-----|
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 68 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 77 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| White Students | |
| Federal Index - White Students | 72 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |

| Economically Disadvantaged Students | |
|--|----|
| Federal Index - Economically Disadvantaged Students | 69 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Part III: Planning for Improvement

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 have increased by 3% percent for proficiency. Likewise, 4th Grade scores have maintained but are still not as high as in 2018-19. Our 3rd grade ELA scores have maintained as well.

Our ELA Gains and Lowest Quartile gains have increased quite a bit. But, overall, our ELA is not quite where we want it.

For Math, our percentages have increased. We increased by 8%, just above what we scored in 2018-2019. For 3rd Grade Math, we shot up 13% from last year. For 3rd Grade Math, we increased 5%. For 5th Grade Math, we increased 8%.

For Science, our 5th Grade scores in Science have decreased by eight percentage points. Although the student performance has decreased, it is still not far from what we scored in 2018-19.

Our students with disabilities are our lowest performers in the school in ELA and Math. Still, there was a considerable jump in ELA, showing seven percentage points gained during the 2020-2021 school year. We provide support for these students, but we need to push for more support to help them become more successful. Our African- American and economically disadvantaged students do not perform to the level we would like. We are a Title I school with tutors who continue to work with these students. We are also implementing an Intervention time to help support these students. Our migrant students pose a challenge because of the language barrier.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our 3rd grade ELA scores increased by 1 percentage point, whereas our 3rd-5th Grade Math percentages have increased by 15 percentage points. Student performance in Science has decreased by 8%. Our students with disabilities are our lowest performers in the school in ELA and Math, but there was a jump in ELA showing 7 percentage points gained during the 2020-2021 school year. Our African-American and economically disadvantaged students also do not perform to the level we would like. Our migrant students pose a challenge because of the language barrier.

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. We are also implementing an Intervention time to help support students for ELA.

For Science, we hired a 5th Grade Science Teacher in hopes that this will help improve student

proficiency. We are confident this will help increase our scores even more.

As far as our student performance by subgroups, we need to push in 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 2022 state assessments, showed the most improvement?

We feel really good about our Math scores and our ELA Gains. Our scores in both Math and Math Gains increased for a combined total of 23%. Our ELA Gains and Lowest Quartile Gains increased to a combined total of 37%.

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, and 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 have a new math curriculum as well. For Reading, we have a fairly 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. In 5th Grade, we have a teacher specifically for Science. Team teaching will allow our teachers to instruct using their strengths. Also, this year we have designated an Intervention time where 4 extra people push in to support ELA instruction. We are hopeful that this will help with student performance.

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 PLCs 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, and analyze grade level data for "Glows and Grows" in order to drive academic success.

Teachers will continue collaborating with other teachers to discuss data, look for trends, and plan for instruction and assessments. Many of our teachers are open to having people observe their classrooms. We have quite a number of teachers that have been trained as peer teachers and can 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 our teachers to instruct using their strengths. The designated Intervention time with push-in support is something we plan to continue over the upcoming years.

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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Although we went up in ELA Gains and ELA Gains Lowest Quartile, we only went up one percent in ELA as a whole. We would like to see our students show growth and meet or exceed achievement levels on assessments. We want to continue to make gains in all areas.

Measurable

Outcome:

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

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.

Monitoring:

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

Observation of progress monitoring data from FAST assessments.

Person

responsible for monitoring outcome:

Kyala Johnson (wilson-rollek@columbiak12.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

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:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

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

1. iReady instructs students at their grade level and becomes increasingly more difficult as students show mastery of lessons.
2. Small group instruction and Intervention Block.
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)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Although Math Achievement has increased over the past couple of years, we still strive to excel and would like to see our students show growth and meet or exceed achievement levels on assessments.

Measurable Outcome:

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

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.

Monitoring:

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

Observation of progress monitoring data from FAST assessments.

Person responsible for monitoring outcome:

Kyala Johnson (wilson-rollek@columbiak12.com)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

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.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Grade level curriculum/materials provides rigor and material that exposes students to Florida Standards.

Action Steps to Implement

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

1. Use of our new math curriculum, which is aligned to our state standards.
2. Use of online Math programs, which are aligned to our state standards.
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)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

For Science, our 5th Grade scores in Science have decreased by 8 percentage points. Although the student performance has decreased, it is still not far from what we scored in 2018-19. This year we hired a 5th Grade Science Teacher, in hopes that this will help improve student proficiency.

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

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.

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

Observation of progress monitoring data from FOCUS Science Assessment.

Person responsible for monitoring outcome:

Kyala Johnson (wilson-rollek@columbiak12.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Grade level curriculum/materials provides rigor and material that exposes students to Florida Standards.

Action Steps to Implement

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

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)

#4. Positive Culture and Environment specifically relating to Parent and Family Engagement**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Although we went up in ELA Gains and ELA Gains Lowest Quartile, we only went up one percent in ELA as a whole. Math Achievement has increased over the past couple of years, we still strive to excel and would like to see our students show growth and meet or exceed achievement levels on assessments. For Science, our 5th Grade scores in Science have decreased by 8 percentage points. Although the student performance has decreased, it is still not far from what we scored in 2018-19. If we build the capacity of our families, we will see increases in these academic areas.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve.

This should be a data based, objective outcome.

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

Person responsible for monitoring outcome:

Evidence-based Strategy: Describe the evidence-based strategy being

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By the end of the 2022-2023 school year, proficiency in ELA, Math, and Science will increase by 2% as compared to the 2022-2023 FAST result through the implementation of the Parent and Family Engagement Plan.

By making sure that the events are taking place in a timely manner, and provides purposeful and intentional material. Measurable outcomes will be determined by using FAST data results for the 2022-2023 school year in Math, ELA, and Science.

Ashley Shaw (shawa@columbiak12.com)

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.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

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

1. Provide monthly 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. Bingo for Books 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)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NA

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

| Action Step | Person Responsible for Monitoring |
|-------------|-----------------------------------|
|-------------|-----------------------------------|

NA

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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 several 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.