

Columbia County School District

# Pinemount Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Pinemount Elementary School

324 SW GABRIEL PL, Lake City, FL 32024

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

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## I. School Information

### School Mission and Vision

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

Pinemount Elementary believes success can be found in everyone, every day. 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, Stakeholder Involvement and SIP Monitoring

#### **School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

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>
Shaw, Ashley	Curriculum Resource Teacher	<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
		<p>coordination and communication with the Title I district parent involvement office.</p> <p>(7) Coordinate staff development activities as needed to support school programs and the school improvement plan.,</p> <p>(8) Serve as volunteer coordinator/business partner contact.</p> <p>(9) Assist in building partnerships with business, community organizations and governmental agencies.</p> <p>(10) Facilitate communication between school and district-level personnel.</p> <p>(11) Assist in identifying and procuring appropriate instructional materials.</p> <p>(12) Analyze district and school data to assist in identifying program needs.</p> <p>(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.</p>
Johnson, Kyala	Instructional Coach	<p>*(1) Coach and support teachers as best practices are implemented in the classroom.</p> <p>(2) Help identify struggling readers.</p> <p>*(3) Provide leadership in designing, implementing, and monitoring reading interventions for struggling students.</p> <p>(4) Collaborate with the principal for administrative decisions related to curriculum.</p> <p>* (5) Promote ongoing professional development of teachers in the building through activities such as coaching, grade/department/team meetings, classroom demonstrations, and study groups.</p> <p>*(6) Provide leadership in the selection, acquisition and management of student instructional materials and resources.</p> <p>*(7) Provide leadership in the selection, acquisition and management of teacher professional development materials and resources.</p> <p>(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.</p> <p>*(9) Provide demonstrations of research based teaching practices.</p> <p>(10) Monitor the school's ongoing progress toward 100% literacy.</p>

Name	Position Title	Job Duties and Responsibilities
		<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>
Bennett, Veronica	Instructional Media	<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 regulations, and board policy.</p> <p>* (9) Guide reference and research work of individuals, small and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>large groups.</p> <p>*(10) Maintain inventory records of print and non-print materials and equipment.</p> <p>*(11) Select and order materials and equipment within budgetary constraints and school and district policy.</p> <p>*(12) Plan media center operations and maintenance.</p> <p>*(13) Act as a resource person in providing ideas, and / or resource materials to be included as part of classroom units.</p> <p>*(14) Establish written policies and procedures for the media center program.</p> <p>*(15) Provide for on-going evaluation / modification of the media center program.</p> <p>*(16) Supervise and effectively utilize the services of the library clerk.</p> <p>*(17) Provide for security and accountability of media materials and equipment.</p> <p>(18) Promote the media center through an effective public relations program.</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> <p>(10) Assist teachers as an additional resource for classroom management and appropriate student behavior, provide teacher in-service as needed.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>(11) Conduct staff development activities related to student behavior-management.</p> <p>(12) Work directly with students concerning academic motivation strategies.</p> <p>(13) Assist in enforcement of school rules, administrative regulations, and Board policies.</p> <p>(14) Facilitate communication between school and district-level personnel.</p> <p>(15) Perform all other duties as assigned.</p> <p>(16) Maintain confidentiality of student and other professional information.</p> <p>(17) Foster student responsibility, appropriate social behavior, integrity, appreciation of cultural diversity, and respect for self and others by role modeling and learning activities.</p>
Todd, Amanda	School Counselor	<p>(1) Coordinate school-wide guidance program which includes classroom guidance, small group counseling, individual counseling and crisis counseling.</p> <p>* (2) Provide a safe, nurturing environment that stimulates academic, moral, and social growth.</p> <p>* (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.</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) Assist students in developing positive and realistic self-concepts and in adjusting effectively to the school environment.</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 regulation and board policy.</p> <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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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>

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders are involved with weekly Lead Team Meetings, yearly Title 1 Surveys, monthly SAC Meetings, quarterly data meetings, monthly grade level meetings, periodic individual stakeholder interviews.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

SIP will be monitored and revised throughout the year, alongside our stakeholders during our weekly Lead Team Meetings, yearly Title 1 Surveys, monthly SAC Meetings, quarterly data meetings, monthly grade level meetings, periodic individual stakeholder interviews.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes

<b>2022-23 Minority Rate</b>	28%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A  2019-20: A  2018-19: A  2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	27	9	11	14	13	12	0	0	0	86	
One or more suspensions	4	5	3	3	6	6	0	0	0	27	
Course failure in English Language Arts (ELA)	0	10	2	5	10	2	0	0	0	29	
Course failure in Math	0	4	2	8	9	6	0	0	0	29	
Level 1 on statewide ELA assessment	0	0	0	2	7	6	0	0	0	15	
Level 1 on statewide Math assessment	0	0	0	1	9	5	0	0	0	15	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	17	4	4	18	26	7	0	0	0	76	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	7	8	4	9	19	10	0	0	0	57

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	8	5	0	2	1	1	0	0	0	17
Students retained two or more times	0	0	0	3	1	1	0	0	0	5

**Prior Year (2022-23) As Initially Reported (pre-populated)****The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	18	8	10	13	7	5	0	0	0	61	
One or more suspensions	1	0	1	2	3	5	0	0	0	12	
Course failure in ELA	0	4	6	6	2	3	0	0	0	21	
Course failure in Math	0	0	1	2	4	8	0	0	0	15	
Level 1 on statewide ELA assessment	0	0	0	2	6	7	0	0	0	15	
Level 1 on statewide Math assessment	0	0	0	1	8	5	0	0	0	14	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	0	0	0	0	0	0	0	0	6	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	4	4	6	6	0	0	0	21

**The number of students identified retained:**

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

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	18	8	10	13	7	5	0	0	0	61	
One or more suspensions	1	0	1	2	3	5	0	0	0	12	
Course failure in ELA	0	4	6	6	2	3	0	0	0	21	
Course failure in Math	0	0	1	2	4	8	0	0	0	15	
Level 1 on statewide ELA assessment	0	0	0	2	6	7	0	0	0	15	
Level 1 on statewide Math assessment	0	0	0	1	8	5	0	0	0	14	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	0	0	0	0	0	0	0	0	6	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	4	4	6	6	0	0	0	21

**The number of students identified retained:**

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

## II. Needs Assessment/Data Review

### ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	59	52	53	68	58	56	67		
ELA Learning Gains				70			57		
ELA Lowest 25th Percentile				68			44		
Math Achievement*	72	63	59	84	55	50	76		
Math Learning Gains				85			70		
Math Lowest 25th Percentile				70			71		



Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	66	49	54	60	67	59	68		
Social Studies Achievement*					66	64			
Middle School Acceleration					55	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress		57	59						

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

#### ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	256
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	505
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	46			
ELL				
AMI				
ASN				
BLK	36	Yes	1	
HSP	90			
MUL	75			
PAC				
WHT	65			
FRL	58			

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	48			
ELL				
AMI				
ASN				
BLK	68			
HSP	77			
MUL				
PAC				
WHT	72			
FRL	69			

**Accountability Components by Subgroup**

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	59			72			66					
SWD	32			50			64				4	
ELL												
AMI												
ASN												
BLK	29			42							2	
HSP	93			87							2	
MUL	67			83							2	
PAC												
WHT	59			73			67				4	
FRL	53			66			63				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	68	70	68	84	85	70	60					
SWD	30	50		43	68							
ELL												
AMI												
ASN												
BLK	52	54		81	85							
HSP	67			87								
MUL												
PAC												
WHT	69	72	67	83	86	67	62					
FRL	66	64	62	82	84	71	54					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	67	57	44	76	70	71	68					
SWD	23			50								
ELL												

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	53			67								
HSP	58			83								
MUL	50			60								
PAC												
WHT	71	61	40	77	72		71					
FRL	61	53	33	70	62	70	57					

### Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	61%	57%	4%	54%	7%
04	2023 - Spring	61%	58%	3%	58%	3%
03	2023 - Spring	55%	51%	4%	50%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	75%	72%	3%	59%	16%
04	2023 - Spring	73%	66%	7%	61%	12%
05	2023 - Spring	69%	60%	9%	55%	14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	64%	50%	14%	51%	13%

### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Third Grade ELA showed the lowest performance at 55% proficiency, which placed us fourth in the district. The contributing factor that we noticed was truancy. We had 21% truancy rate in third grade. Another contributing factor is Substantial Reading Deficiency. 27% of our third grade students were identified as having substantial reading deficiency. The trends we noticed is that the low performance students fell into two subgroups, Black Students and Students With Disabilities. In the subgroup of Black Students, majority of the students were females.

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

Our greatest decline was in our overall math achievement. We went from 84% down to 72% proficient in math. We contribute this to losing our fourth grade veteran math teacher to retirement. The replacement teacher has never taught fourth grade, so this was a huge task for her to take on.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

We were above the state average in all tested subjects and grade levels. We were only 4 points above the state average in fourth grade ELA. Contributing factors include truancy, course failure in ELA, substantial reading deficiency. Our truancy rate for fourth grade was 17%, 14% course failure in ELA, and 34% of the students were identified as having a substantial reading deficiency.

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

Pinemount was one of the top performing schools in the district. We believe this is due to our high expectations that all students can achieve success if we are consistent and intentional.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Two areas of concern are truancy and substantial reading deficiency. With a focus on Kindergarten, third grade and fourth grade.

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

Third grade reading proficiency.  
Fourth grade reading proficiency.  
Substantial Reading Deficiency all grade levels.  
Truancy all grade levels.

#### Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Increase overall reading proficiency in Grades 3-5. Currently we have an overall(Grades 3-5) ELA proficiency of 59%. This is a decrease from 68% during the 2021-2022 School Year.

**Measurable Outcome:**

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

We would like to increase a minimum 9%, which will get us back to our previous proficiency percentage.

**Monitoring:**

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

School Leadership will include a designated daily, 30 minute intervention time in the Master Schedule for Grades 3-5. A member of the leadership team will be assigned to each grade level to insure implementation is conducted with fidelity.

**Person responsible for monitoring outcome:**

April Bolkosky (bolkoskya@columbiak12.com)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

During this time students will work at their individual level using Fountas and Pinnell Leveled Literacy, iReady Toolkit lessons, and book studies to name a few.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

LLI is proven to help students who are struggling readers.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

We will need to show the need of this focus with our stakeholders.

**Person Responsible:** April Bolkosky (bolkoskya@columbiak12.com)

**By When:** Data will be shared in the first faculty meeting in August.

We will develop a grade level intervention plan to target our focus.

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

**By When:** Plans will be developed in August, during preplanning.

Intervention groups are flexible, so student needs will be monitored frequently and adjustments will be made as needed.

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

**By When:** Adjustments will made after each ELA FAST, or as needed.

Monitoring for fidelity.

**Person Responsible:** April Bolkosky (bolkoskya@columbiak12.com)

**By When:** Walkthroughs will be frequent, 2-4 times a month for each teacher.

**#2. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Increase overall reading proficiency in Grades 3-5. Currently we have an overall(Grades 3-5) ELA proficiency of 59%. This is a decrease from 68% during the 2021-2022 School Year.

**Measurable Outcome:**

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

Through the implementation of the Parent and Family Engagement Plan, by the end of the 2023-2024 school year, proficiency in ELA, Math, and Science will increase by 2% as compared to the 2022-2023 FAST results.

**Monitoring:**

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

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 2023-2024 school year in Math, ELA, and Science.

**Person responsible for monitoring outcome:**

Ashley Shaw (shaw@columbiak12.com)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Pinemount offers monthly 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 Intervention:**

Explain the rationale for selecting this specific 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.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No



**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)

**By When:** These activities will take place during the 2023-2024 school year.

## Title I Requirements

**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

Information about the SIP/SWP is disseminated in the following ways: 1) During the Annual Title I meeting held at the beginning of the school year (September), the SIP/SWP is incorporated. Copies of the plan are available at these meetings and through other sources which include the school and district website. A notice is sent home to parents informing that the SIP/SWP is located on the websites and that they may request a copy of the plan and who to request it from; 2) The school will distribute information concerning the SIP/SWP at parent meetings (PTO, School Advisory Council meetings) and through newsletter and flyers sent home throughout the year; 3) Reports are translated into Spanish and/or other languages, as needed.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Pinemount offers many ways in which our parents can become involved. Pinemount will offer the following activities for our families: Meet the Teacher, Open House, Title Annual Meeting, Parent Conference Evenings, Volunteer Orientations, PTO meetings, SAC meetings, Mornings with Moms, Donuts with Dad, and Family Reading Events, Step Up Night, Science Night, FSA Reveal Night, Bingo for Books. Information on dates, times, and activities will be sent out to parents through Pinemount Pipeline (school newsletter), informative flyers, the school marquee, the school website, Facebook, Class Dojo and School Messenger (call out system). Parents who serve on the School Advisory Council (SAC), form one of the entities of the school. Pinemount's SAC will also have input on the School Improvement Plan (SIP) and conduct a midyear review of purchases and data. The SAC members

review and discuss strategies and activities for the SIP and for the Parent and Family Engagement Plan (PFEP). Parents are surveyed for input on activities, training, and material they need to help their children. Expenditure of the Title I Funds will be discussed at the SAC meetings and the use of these funds will support these activities. Documentation will be on the agenda of the SAC meetings, as well as participation logs, surveys, and sign in sheets. Parent attendance for all activities will be reviewed and reported on at the SAC meetings. 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.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

Pinemount will strengthen the academic program in the school by implementing supplemental programs to meet individual student needs. Some of the programs that will be implemented are -iReady (ELA and Math), I Know It (Math), Reading Eggs (ELA), Math Seeds (Math), and Simple Solutions (Math). Accelerated Reading will be implemented to help with enrichment and accelerated learning.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

The development of this plan is coordinated with other programs funded under ESSA, as follows:

1. Title I, Part A, Title II, Part A and Title V funds collaborate to provide professional development opportunities to assist teachers in Title I schools in developing skills needed to work with students to improve academic achievement among all subgroups.
2. Title I, Part A, Title II, Part A, Title V, Part B and state funds collaborate to provide instructional coaches that provide embedded professional development, intensive coaching cycle, modeling of best practices and instructional resources to teachers.
3. Title I and Title IX collaborate to provide needed services and materials for homeless students;
4. Title I and ESE collaborate to avoid duplication of services provided by Title I and IDEA, as well as to maximize resources.
5. Title I, Part A and Title II, Part A collaborate with professional development.
6. Title V and Title I collaborate with technology/software purchases.
7. State and Local funds are used to support the instructional program in all core content areas.

#### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

Pinemount has a counselor that comes 2-3 times a week to work with students who need specialized support services. She uses Child Safety Matters as her curriculum. Child Safety Matters is a comprehensive, evidence-based curriculum for elementary school students in grades K-5. The program educates and empowers students with information and strategies to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of abuse, and digital abuse dangers.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

Not Applicable.

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

The schoolwide tiered model is based on the Columbia County School District Code of Conduct. It provides a systematic approach to dealing with behaviors. Minor behaviors are addressed by the classroom teacher. Patterns of behavior that are not corrected are referred to administration. Intermediate behaviors are addressed by administration. Severe behaviors are handled by administration and possibly law enforcement. Pinemount Elementary implements Positive Office Referrals to recognize students for positive behaviors. Positive reinforcement is utilized in the classroom for all students. Students with IEPs and without IEPs may require Behavior Intervention Plans. We utilize resources through FDLRS, FIN, our District Office and NEFEC to provide support and training.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

The school provides professional development for instructional and administrative leaders to support adult learning. The use of Instructional Coaches to provide job-embedded professional learning to all paraprofessionals, other school personnel, and teachers regardless of where each teacher's skill level resides on the mastery spectrum. The Professional Development activities provide consistency and understanding of instructional methodology, high-impact instructional strategies, data analysis of student performance assessment outcomes, and other professional learning activities that are focused on the learning needs of students that are unique to the school. The school will recruit and retain effective teachers by >>>>.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

The school provides a Kindergarten Orientation Night/Kindergarten Roundup in June where parents have an opportunity to get to know the school, meet school-based administrators, and teachers as well as receive supply lists and receive information about Kindergarten, register for Kindergarten, Child Find is employed and in some situations, vision and hearing screenings occur. Parents receive materials and supplies to work with their children over the summer to help prepare them for the rigors of Kindergarten and to prevent "Summer Slide". Translators will be provided as feasible. The LEA provides a modified schedule for Kindergarten students during the first week of school. In the first two days of school, the

students only attend for a half-day to help the child transition into a full day of formalized education. Prior to the first day of school, the teachers conduct one on one conferences with each parent and child in order for the teacher to discuss academic standards expectations and gather information about the student. During the meeting, the parent is provided ample opportunities to ask questions to help the child acclimate to the new learning environment. This type of meeting and student schedule significantly enhances the transition into school and lowers the student's anxiety level.

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA				\$160,459.99
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	139	0291 - Pinemount Elementary School	Title, I Part A		\$70,241.78
			<i>Notes: Curriculum Resource Teacher</i>			
	6400	129	0291 - Pinemount Elementary School	Title, I Part A		\$18,240.88
			<i>Notes: Instructional Coach</i>			
	5100	150	0291 - Pinemount Elementary School	Title, I Part A		\$29,689.90
			<i>Notes: Paraprofessional</i>			
	5100	159	0291 - Pinemount Elementary School	Title, I Part A		\$5,296.38
			<i>Notes: Tutors</i>			
	5100	369	0291 - Pinemount Elementary School	Title, I Part A		\$21,520.00
			<i>Notes: Software Licenses</i>			
	5100	510	0291 - Pinemount Elementary School	Title, I Part A		\$2,360.07
			<i>Notes: Supplemental Instructional Materials</i>			
	5100	510	0291 - Pinemount Elementary School	Title, I Part A		\$3,538.26
			<i>Notes: General Materials and Supplies</i>			
	5100	519	0291 - Pinemount Elementary School	Title, I Part A		\$2,000.00
			<i>Notes: Technology Related-Materials and Supplies</i>			
	6400	330	0291 - Pinemount Elementary School	Title, I Part A		\$1,962.72
			<i>Notes: Travel</i>			

	6400	750	0291 - Pinemount Elementary School	Title, I Part A		\$5,610.00
			<i>Notes: Substitutes-Teacher PD</i>			
			0291 - Pinemount Elementary School			\$0.00
<b>2</b>	<b>III.B.</b>	<b>Area of Focus: Positive Culture and Environment: Other</b>				<b>\$2,175.44</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	369	0291 - Pinemount Elementary School	Title, I Part A		\$100.00
			<i>Notes: Software Licenses</i>			
	6150	510	0291 - Pinemount Elementary School	Title, I Part A		\$2,075.44
			<i>Notes: Materials and Supplies</i>			
					<b>Total:</b>	<b>\$162,635.43</b>

### Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No