



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Pinemount Elementary School**

324 SW GABRIEL PL

Lake City, FL 32024

386-755-8179

<http://www.columbia.k12.fl.us/pinemount/index.htm>

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## School Demographics

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**School Type**  
Elementary School

**Title I**  
No

**Free and Reduced Lunch Rate**  
72%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
23%

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## School Grades History

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**2013-14**  
A

**2012-13**  
A

**2011-12**  
A

**2010-11**  
A

**2009-10**  
A

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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Pinemount Elementary School

##### Principal

Donna Mcadams

##### School Advisory Council chair

April Bolkosky

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Donna McAdams	Principal
Marilyn Gasset	Assistant Principal
April Bolkosky	BEST Teacher
Laura Stewart	Instructional Coach
Amanda Todd	Guidance Counselor

#### District-Level Information

##### District

Columbia

##### Superintendent

Mr. Terry L Huddleston

##### Date of school board approval of SIP

10/8/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Pinemount Elementary SAC has a chairperson and and vice chairperson. Thirteen other members also make up SAC. There is representation from teachers, school related personnel, parents, and business/ community members.

#### Involvement of the SAC in the development of the SIP

School data is discussed with SAC members during the course of the school year. Beginning of the year, mid-year, and end of the year data will be discussed. Trends are identified and strategies are discussed at meetings. SAC members are provided with copies of the SIP and we read and discuss barriers, goals and strategies.

#### Activities of the SAC for the upcoming school year

During the course of year, SAC members will meet to discuss data collected from progress monitoring tools. Decisions will be made in regards to spending funds to help reach the goals set within the School Improvement Plan. The committee will brainstorm ideas and take action to help reach these goals.

**Projected use of school improvement funds, including the amount allocated to each project**

We will be requesting SAC funds to provide tools to increase parent involvement and communication. Monies will be requested to provide planners for third, fourth, and fifth grade students. Communication folders will be provided for all students in all grade levels. We will also be requesting funds to purchase paper necessary to send home correspondences to parents and keep them informed through the use of newsletters, flyers, and other documents.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Donna Mcadams**

Principal

Years as Administrator: 8

Years at Current School: 4

**Credentials**

Degrees:  
 BS Academic Studies  
 MS Education  
 Certifications:  
 Elementary Education  
 School Principal  
 Educational Leadership  
 ESOL Endorsement

**Performance Record**

2013: School Grade: A  
 Reading: 67% Proficiency; 73% Learning Gains; 87% Lowest Quartile  
 Math: 73% Proficiency; 71% Learning Gains; 68% Lowest Quartile  
 Science: Proficiency 58%  
 Writing: Proficiency 63%  
 2012: School Grade: A  
 Reading: 66% Proficiency; 63% Learning Gains; 57% Lowest Quartile  
 Math: 67% Proficiency; 74% Learning Gains; 64% Lowest Quartile  
 Science: Proficiency 74%  
 Writing: Proficiency 90%  
 2011: School Grade: A  
 Reading: 86% Proficiency; 77% Learning Gains; 70% Lowest Quartile  
 Math: 81% Proficiency; 59% Learning Gains; 73% Lowest Quartile  
 Science: Proficiency; 66%  
 Writing: Proficiency; 94%  
 2010: School Grade: A  
 Reading: 84% Proficiency; 71% Learning Gains; 61% Lowest Quartile  
 Math: 79% Proficiency; 59% Learning Gains; 63% Lowest Quartile  
 Science: Proficiency; 66%  
 Writing: Proficiency; 86%  
 2009: A 97% AYP (former school)  
 2008: A 100% AYP (former school)  
 2007: B 97% AYP (former school)  
 2006: C 90% AYP (former school)



**Marilyn Gasset**

Asst Principal

Years as Administrator: 1

Years at Current School: 0

**Credentials**

Degrees:  
 BS Physical Education  
 MS Education  
 Candidate for EDD/CI  
 Certifications:  
 Physical Education K - 8  
 Physical Education 6 - 12  
 Elementary Education 1- 6  
 Educational Leadership  
 ESOL Endorsement  
 National Board

**Performance Record**

2013: School Grade: C  
 Reading: 47% Proficiency; 69% Learning Gains; 69% Lowest Quartile  
 Math: 42% Proficiency; 63% Learning Gains; 73% Lowest Quartile  
 Science: Proficiency 26%  
 Writing: Proficiency 63%

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Laura Stewart**

Full-time / School-based

Years as Coach: 4

Years at Current School: 4

**Areas**

Reading/Literacy, Mathematics, Science, Data

**Credentials**

Degrees:

BS Elementary Education

MS Elementary Education

Certifications:

Reading Endorsement

**Performance Record**

2013: School Grade: A

Reading: 67% Proficiency; 73% Learning Gains; 87% Lowest Quartile

2012: School Grade: A

Reading: 66% Proficiency; 63% Learning Gains; 57% Lowest Quartile

2011: School Grade: A

Reading: 86% Proficiency; 77% Learning Gains; 70% Lowest Quartile

2010: School Grade: A

Reading: 84% Proficiency; 71% Learning Gains; 61% Lowest Quartile

**Classroom Teachers****# of classroom teachers**

36

**# receiving effective rating or higher**

36, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

36, 100%

**# ESOL endorsed**

18, 50%

**# reading endorsed**

3, 8%

**# with advanced degrees**

6, 17%

**# National Board Certified**

0, 0%

**# first-year teachers**

2, 6%

**# with 1-5 years of experience**

13, 36%

**# with 6-14 years of experience**

13, 36%

**# with 15 or more years of experience**

6, 17%

**Education Paraprofessionals****# of paraprofessionals**

7

**# Highly Qualified**

7, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above****# receiving effective rating or higher****Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Providing placements for interns from Florida Gateway College EPI and TTT programs. Partnering with St. Leo's University to provide placements for interns at all levels of the Elementary Education program.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Highly effective teachers, with Clinical Educator training, are mentors to beginning teachers and teachers new to the school. The Instructional coach provides professional development for all new teachers on campus to make sure they are familiar with best practices and programs used within the school.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The leadership team responsible for MTSS and SIP meets monthly to use the problem solving process to do the following.

1. Oversee the multi-layer model of delivery - core, Tier 2 and Tier 3.

2. Based on student data, recommend, coordinate, and implement supplemental services for Tier 2 and Tier 3 students, matching individual needs.
3. Determine scheduling needs, curriculum materials, and intervention resources based on identified needs from data analysis.
4. Determine school-wide professional development needs of faculty and staff; arrange trainings aligned with the SIP goals.
5. Review and interpret student data (academics, behavior, and attendance) at the school and grade level.

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Donna McAdams - Fidelity of instruction, professional development needs, behavior, review of data  
 Marilyn Gassett - Fidelity of instruction, attendance, review of data  
 April Bolkosky - Curriculum materials, intervention resources, scheduling, review of data  
 Amanda Todd - Scheduling, review of data, behavior

**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

1. Weekly review of lesson plans by grade level.
2. Classroom walk-throughs by the principal and assistant principal.
3. Observations by the principal and assistant principal to determine fidelity of delivery.
4. Instructional coach responsible for modeling and coaching in classrooms.
5. Regularly, scheduled review of student data.
6. Uninterrupted blocks of time for instruction.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

The data generated by Performance Matters (progress monitoring) and STAR (computer adaptive assessment) is used to access and to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, and science. Columbia Writes! scores are used to monitor the effectiveness of core, supplemental, and intensive supports in writing. Behavior and attendance are monitored closely by the principal and assistant principal using reports generated through the administration.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The leadership teams works to build consensus with all stakeholders regarding a need for and a focus on data-based problem solving. Data meetings are held quarterly to disaggregate data and plan instruction. Parents are informed and involved through parent conferences.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Donna McAdams	Principal
Marilyn Gassett	Assistant Principal

Name	Title
Laura Stewart	Instructional Coach
April Bolkosky	BEST

### How the school-based LLT functions

The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies on the SIP.

The principal is the LLT chairperson. The instructional coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The instructional coach, principal, and assistant principal collaborate with the team to ensure that data driven instruction support is provided to all teachers. The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally, the principal ensure that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

### Major initiatives of the LLT

- Implementation and evaluation of the SIP reading strategies across the content areas.
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across content areas.
- Data analysis

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Each teacher participates in professional development activities throughout the year to improve strategies for delivering reading instruction. Data meetings are held so teachers have opportunities to disaggregate data and determine needs of improvement for students and in their teaching. Progress monitoring through the means of Performance Matters and STAR testing are given on a regular basis. The RTI process is used to reach students who struggle. Individual Professional Development Plans are written by teachers and implemented so that teachers can improve their teaching.

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

In Columbia County Public Schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state selected assessment contains a subset of Early Childhood Observation System and the first five measures of the Florida Assessment in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter explaining the assessments. Teachers will meet the parents after the assessments have been completed to review students instruction. Children entering Kindergarten may have benefited from the Columbia County Public Schools' Voluntary Prekindergarten Program. Parent Involvement events for transitioning children into kindergarten include kindergarten orientation. This event provides parents with an opportunity to

meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at an early date to ensure that the child is able to start school on time. Pinemount Elementary has two prekindergarten classrooms; one serves VPK students, and the other serves PreK handicapped children. Both teachers have a full-time paraprofessional. Instruction is standards-driven and based on the VPK standards. Progress monitoring is on-going using the state assessment.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	67%	No	75%
American Indian				
Asian				
Black/African American	39%	55%	Yes	45%
Hispanic	70%	64%	No	73%
White	76%	71%	No	78%
English language learners				
Students with disabilities	51%	46%	No	56%
Economically disadvantaged	63%	62%	No	67%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	59	29%	35%
Students scoring at or above Achievement Level 4	72	36%	40%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	85	73%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	23	87%	85%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		50%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	36	63%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	73%	Yes	74%
American Indian				
Asian				
Black/African American	50%	60%	Yes	55%
Hispanic	78%	71%	No	80%
White	72%	76%	Yes	75%
English language learners				
Students with disabilities	66%	48%	No	69%
Economically disadvantaged	64%	70%	Yes	68%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	70	35%	40%
Students scoring at or above Achievement Level 4	62	31%	34%



**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	83	71%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	18	68%	75%

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	15	27%	35%
Students scoring at or above Achievement Level 4	17	31%	40%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		10
Participation in STEM-related experiences provided for students	430	91%	95%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	116	25%	15%
Students retained, pursuant to s. 1008.25, F.S.	29	6%	5%
Students who are not proficient in reading by third grade	9	2%	1%
Students who receive two or more behavior referrals	8	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	7	1%	1%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Targets for parent involvement will target participation in school sponsored activities and student attendance at school.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Students having parent representation at 2 or more school sponsored events.	392	88%	90%

**Area 10: Additional Targets****Additional targets for the school****Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Increase knowledge of the math CCSS in third, fourth, and fifth grades.
- G2.** Increase knowledge of Accelerated Math so that teachers are comfortable using the program for intervention and enrichment.
- G3.** Increase knowledge of FCAT 2.0 test specifications for third, fourth, and fifth grade teachers.
- G4.** Increase grade level specific knowledge of expectations of student learning in science according to the NGSSS to better prepare students for the FCAT 2.0 Science test.
- G5.** Decrease the percentage of students missing 10% or more of available instruction time by 10%, reducing it from 25% to 15%.
- G6.** Establish and increase awareness of what writing instruction should look like based on the implementation of the CCSS.
- G7.** Modeling and coaching using Junior Great Books and Journeys within all classrooms to increase rigor in the literacy instruction.
- G8.** Create a school-wide focus on the use of Webbs Depth of Knowledge to help increase the rigor within all K - 5 classrooms and within the special areas.

## Goals Detail

**G1.** Increase knowledge of the math CCSS in third, fourth, and fifth grades.

### Targets Supported

#### Resources Available to Support the Goal

- Common Core State Standards notebooks
- Instructional Coach
- BEST
- Common Planning
- Professional Development time

#### Targeted Barriers to Achieving the Goal

- Lack of time for professional development.

### Plan to Monitor Progress Toward the Goal

STAR testing, Performance Matters testing

**Person or Persons Responsible**

Donna McAdams and Marilyn Gasset

**Target Dates or Schedule:**

On-going

**Evidence of Completion:**

Progress Monitoring test scores

**G2.** Increase knowledge of Accelerated Math so that teachers are comfortable using the program for intervention and enrichment.

**Targets Supported**

**Resources Available to Support the Goal**

- Equipment and software for Accelerated Math.
- BEST
- Instructional Coach
- Printer paper
- Printer Ink
- Accelerated Math scan cards

**Targeted Barriers to Achieving the Goal**

- Lack of time for professional development.

### Plan to Monitor Progress Toward the Goal

Performance Matters and STAR Math

**Person or Persons Responsible**

Donna McAdams and Marilyn Gasset

**Target Dates or Schedule:**

On-going

**Evidence of Completion:**

Progress Monitoring Scores

**G3. Increase knowledge of FCAT 2.0 test specifications for third, fourth, and fifth grade teachers.**

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science - Elementary School

**Resources Available to Support the Goal**

- FCAT 2.0 Test Specifications
- Instructional Coach

**Targeted Barriers to Achieving the Goal**

- Lack of time for professional development.

**Plan to Monitor Progress Toward the Goal**

Performance Matters testing

**Person or Persons Responsible**

Donna McAdams and Marilyn Gasset

**Target Dates or Schedule:**

On-going

**Evidence of Completion:**

Performance Matters scores

**G4. Increase grade level specific knowledge of expectations of student learning in science according to the NGSSS to better prepare students for the FCAT 2.0 Science test.**

**Targets Supported**

- Science - Elementary School

**Resources Available to Support the Goal**

- Grade level copies of NGSSS Science and Social Studies standards.
- Instructional Coach
- BEST
- School Principal

**Targeted Barriers to Achieving the Goal**

- Lack of time for professional developments.

### Plan to Monitor Progress Toward the Goal

Performance Matters Science testing for fourth and fifth grades

**Person or Persons Responsible**

Donna McAdams and Marilyn Gasset

**Target Dates or Schedule:**

On-going

**Evidence of Completion:**

Performance Matters scores

**G5.** Decrease the percentage of students missing 10% or more of available instruction time by 10%, reducing it from 25% to 15%.

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science - Elementary School
- Parental Involvement
- EWS - Elementary School

**Resources Available to Support the Goal**

- Head lice kits
- School Nurse
- Prize incentives for students

**Targeted Barriers to Achieving the Goal**

- Early dismissals and tardies of students

### Plan to Monitor Progress Toward the Goal

Attendance Reports

**Person or Persons Responsible**

Marilyn Gasset

**Target Dates or Schedule:**

On-going

**Evidence of Completion:**

Graphs showing trends in attendance

**G6. Establish and increase awareness of what writing instruction should look like based on the implementation of the CCSS.**

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Instructional Coach
- DA team assistance
- Common Core State Standards notebooks

**Targeted Barriers to Achieving the Goal**

- Lack of time for professional development.

**Plan to Monitor Progress Toward the Goal**

Columbia Writes! assessments

**Person or Persons Responsible**

Laura Stewart, Donna McAdams and Marilyn Gasset

**Target Dates or Schedule:**

On-going

**Evidence of Completion:**

Columbia Writes! scores

**G7. Modeling and coaching using Junior Great Books and Journeys within all classrooms to increase rigor in the literacy instruction.**

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

**Resources Available to Support the Goal**

- Junior Great Books
- Instructional Coach
- Journeys reading series

**Targeted Barriers to Achieving the Goal**

- Lack of funding to purchase materials to help increase the rigor in the literacy instruction.

## Plan to Monitor Progress Toward the Goal

Performance Matters and STAR testing

### Person or Persons Responsible

Donna McAdams and Marilyn Gasset

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Performance Matters and STAR test scores

**G8.** Create a school-wide focus on the use of Webbs Depth of Knowledge to help increase the rigor within all K - 5 classrooms and within the special areas.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science - Elementary School
- STEM - All Levels

### Resources Available to Support the Goal

- Laminated copies of Webbs Depth of Knowledge for each classroom
- Instructional Coach
- BEST Teacher

### Targeted Barriers to Achieving the Goal

- Lack of time for professional development.

## Plan to Monitor Progress Toward the Goal

Performance Matters testing

### Person or Persons Responsible

Donna McAdams and Marilyn Gasset

### Target Dates or Schedule:

Spring 2014

### Evidence of Completion:

FCAT Scores



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase knowledge of the math CCSS in third, fourth, and fifth grades.

**G1.B2** Lack of time for professional development.

**G1.B2.S1** Early release days will be used to address professional development needs that will take longer than one hour.

#### Action Step 1

Unpacking the CCSS Math Standards

#### Person or Persons Responsible

Laura Stewart April Bolkosky

#### Target Dates or Schedule

May 7, 2014

#### Evidence of Completion

Sign-in sheets, completed forms unpacking the standards

#### Facilitator:

Laura Stewart

#### Participants:

Third, Fourth, and Fifth grade teachers

#### Plan to Monitor Fidelity of Implementation of G1.B2.S1

Lesson Plans and Classroom Walk-throughs

#### Person or Persons Responsible

Donna McAdams and Marilyn Gasset

#### Target Dates or Schedule

2014/2015 School Year

#### Evidence of Completion

Lesson Plans

**Plan to Monitor Effectiveness of G1.B2.S1**

FCAT 2.0

**Person or Persons Responsible**

Donna McAdams and Marilyn Gasset

**Target Dates or Schedule**

Spring 2014

**Evidence of Completion**

FCAT Scores

**G2.** Increase knowledge of Accelerated Math so that teachers are comfortable using the program for intervention and enrichment.

**G2.B2** Lack of time for professional development.

**G2.B2.S2** Modeling, coaching, and providing support to the classroom teacher on how to utilize the Accelerated Math program within the classroom to provide enrichment and intervention.

**Action Step 1**

Accelerated Math Coaching

**Person or Persons Responsible**

Laura Stewart April Bolkosky

**Target Dates or Schedule**

Ongoing 2013/2014 School Year

**Evidence of Completion**

Effective use of Accelerated Math within the classrooms, Accelerated Math reports

**Plan to Monitor Fidelity of Implementation of G2.B2.S2**

Accelerated Math reports

**Person or Persons Responsible**

Laura Stewart and April Bolkosky

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Accelerated Math reports

## Plan to Monitor Effectiveness of G2.B2.S2

FCAT 2.0

### Person or Persons Responsible

Donna McAdams and Marilyn Gasset

### Target Dates or Schedule

Spring 2014

### Evidence of Completion

Evaluations

**G3.** Increase knowledge of FCAT 2.0 test specifications for third, fourth, and fifth grade teachers.

**G3.B2** Lack of time for professional development.

**G3.B2.S1** Grade level professional developments for topics that are grade level specific and last forty-five minutes or less.

### Action Step 1

Grade level meetings to go over and become aware of the FCAT 2.0 test specifications

### Person or Persons Responsible

Laura Stewart

### Target Dates or Schedule

October 2013

### Evidence of Completion

Sign-In Sheets

### Facilitator:

Laura Stewart

### Participants:

Third, Fourth, and Fifth grade teachers

### Plan to Monitor Fidelity of Implementation of G3.B2.S1

Lesson Plans and Walk-Throughs

**Person or Persons Responsible**

Donna McAdams and Marilyn Gasset

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Teacher evaluations

### Plan to Monitor Effectiveness of G3.B2.S1

FCAT 2.0 Reading and Math

**Person or Persons Responsible**

Donna McAdams and Marilyn Gasset

**Target Dates or Schedule**

Spring 2014

**Evidence of Completion**

FCAT scores

**G4.** Increase grade level specific knowledge of expectations of student learning in science according to the NGSSS to better prepare students for the FCAT 2.0 Science test.

**G4.B2** Lack of time for professional developments.

**G4.B2.S1** Spread learning of NGSSS Science and Social Studies standards throughout the course of the school year by providing vertical mapping visuals of specific big ideas/skills at the beginning of faculty meetings.

**Action Step 1**

Standard studies at the beginning of faculty meetings

**Person or Persons Responsible**

Laura Stewart Donna McAdams April Bolkosky

**Target Dates or Schedule**

Ongoing 2013/2014 School Year

**Evidence of Completion**

Lateral map of science and social studies standards to show connections across the grade levels.  
School wide units and themes.

**Plan to Monitor Fidelity of Implementation of G4.B2.S1**

Faculty Meeting Minutes

**Person or Persons Responsible**

Donna McAdams and Marilyn Gasset

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Completed school-wide unit map

### Plan to Monitor Effectiveness of G4.B2.S1

FCAT 2.0 Science Test

**Person or Persons Responsible**

Donna McAdams and Marilyn Gasset

**Target Dates or Schedule**

Spring 2014 and future assessments

**Evidence of Completion**

FCAT 2.0 Science scores

**G5.** Decrease the percentage of students missing 10% or more of available instruction time by 10%, reducing it from 25% to 15%.

### G5.B3 Early dismissals and tardies of students

**G5.B3.S1** Create an incentive program to encourage children to be at school.

**Action Step 1**

The Petey Panther "A-Team" Incentive Program

**Person or Persons Responsible**

Marilyn Gasset

**Target Dates or Schedule**

2013/2014 School Year

**Evidence of Completion**

Attendance Reports

### Plan to Monitor Fidelity of Implementation of G5.B3.S1

Observations of the program in action

**Person or Persons Responsible**

Donna McAdams

**Target Dates or Schedule**

2013/2014 School Year

**Evidence of Completion**

Attendance Reports

### Plan to Monitor Effectiveness of G5.B3.S1

EWS data for the 2013/2014 school year

**Person or Persons Responsible**

Donna McAdams and Marilyn Gasset

**Target Dates or Schedule**

Summer 2014

**Evidence of Completion**

Attendance Reports

**G6.** Establish and increase awareness of what writing instruction should look like based on the implementation of the CCSS.

**G6.B2** Lack of time for professional development.

**G6.B2.S1** Instructional Coach will work with classroom teachers to model what writing instruction should look like.

**Action Step 1**

Writing Coaching

**Person or Persons Responsible**

Laura Stewart

**Target Dates or Schedule**

Ongoing 2013/2014 School Year

**Evidence of Completion**

Columbia Writes!

### Plan to Monitor Fidelity of Implementation of G6.B2.S1

Observations of Instructional Coach modeling in classrooms

**Person or Persons Responsible**

Donna McAdams and Marilyn Gasset

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Evaluation

## Plan to Monitor Effectiveness of G6.B2.S1

Final Columbia Writes! assessment

### Person or Persons Responsible

Laura Stewart, Donna McAdams and Marilyn Gasset

### Target Dates or Schedule

Spring 2014

### Evidence of Completion

Columbia Writes! scores

**G7. Modeling and coaching using Junior Great Books and Journeys within all classrooms to increase rigor in the literacy instruction.**

**G7.B2** Lack of funding to purchase materials to help increase the rigor in the literacy instruction.

**G7.B2.S1** Identify materials that can be utilized and reassess for appropriateness at each grade level.

### Action Step 1

Curriculum talks and mapping amongst grade levels to determine which trade books are appropriate for each grade level.

### Person or Persons Responsible

Laura Stewart

### Target Dates or Schedule

November 6, 2013

### Evidence of Completion

School-wide map of novel units and trade books to be used at each grade level.

### Facilitator:

Laura Stewart

### Participants:

All classroom teachers



## Plan to Monitor Fidelity of Implementation of G7.B2.S1

Lesson Plans and Classroom Walk-throughs

### **Person or Persons Responsible**

Donna McAdams and Marilyn Gasset

### **Target Dates or Schedule**

On-going

### **Evidence of Completion**

List of trade books and novels to be used at each grade level and lesson plans

## Plan to Monitor Effectiveness of G7.B2.S1

FCAT 2.0 Reading

### **Person or Persons Responsible**

Donna McAdams and Marilyn Gasset

### **Target Dates or Schedule**

Spring 2014

### **Evidence of Completion**

FCAT scores

**G8.** Create a school-wide focus on the use of Webb's Depth of Knowledge to help increase the rigor within all K - 5 classrooms and within the special areas.

**G8.B1** Lack of time for professional development.

**G8.B1.S1** Use of early release day to provide professional development for Webb's Depth of Knowledge

**Action Step 1**

Professional Development for Webb's Depth of Knowledge

**Person or Persons Responsible**

Laura Stewart

**Target Dates or Schedule**

February 5, 2013

**Evidence of Completion**

Lesson Plans and Sign-in Sheets

**Facilitator:**

Laura Stewart

**Participants:**

All faculty

**Plan to Monitor Fidelity of Implementation of G8.B1.S1**

Sign-In Sheets and Lesson Plans

**Person or Persons Responsible**

Donna McAdams and Marilyn Gasset

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Increased use of Webb's Depth of Knowledge within the classrooms

## Plan to Monitor Effectiveness of G8.B1.S1

FCAT 2.0 Scores

### **Person or Persons Responsible**

Donna McAdams and Marilyn Gasset

### **Target Dates or Schedule**

Spring 2014

### **Evidence of Completion**

FCAT scores

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Funds the school receives will be used to implement the strategies spelled out in the school improvement plan. The use of school improvement funds will be discussed, voted on, and decided by the School Advisory Council. Federal funds will be used to coordinate data days for teachers and support staff to disaggregate data and make decisions about the direction to be taken with instruction.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

### G1. Increase knowledge of the math CCSS in third, fourth, and fifth grades.

#### G1.B2 Lack of time for professional development.

**G1.B2.S1** Early release days will be used to address professional development needs that will take longer than one hour.

#### **PD Opportunity 1**

Unpacking the CCSS Math Standards

#### **Facilitator**

Laura Stewart

#### **Participants**

Third, Fourth, and Fifth grade teachers

#### **Target Dates or Schedule**

May 7, 2014

#### **Evidence of Completion**

Sign-in sheets, completed forms unpacking the standards

**G3.** Increase knowledge of FCAT 2.0 test specifications for third, fourth, and fifth grade teachers.

**G3.B2** Lack of time for professional development.

**G3.B2.S1** Grade level professional developments for topics that are grade level specific and last forty-five minutes or less.

**PD Opportunity 1**

Grade level meetings to go over and become aware of the FCAT 2.0 test specifications

**Facilitator**

Laura Stewart

**Participants**

Third, Fourth, and Fifth grade teachers

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Sign-In Sheets

**G7.** Modeling and coaching using Junior Great Books and Journeys within all classrooms to increase rigor in the literacy instruction.

**G7.B2** Lack of funding to purchase materials to help increase the rigor in the literacy instruction.

**G7.B2.S1** Identify materials that can be utilized and reassess for appropriateness at each grade level.

**PD Opportunity 1**

Curriculum talks and mapping amongst grade levels to determine which trade books are appropriate for each grade level.

**Facilitator**

Laura Stewart

**Participants**

All classroom teachers

**Target Dates or Schedule**

November 6, 2013

**Evidence of Completion**

School-wide map of novel units and trade books to be used at each grade level.

**G8.** Create a school-wide focus on the use of Webb's Depth of Knowledge to help increase the rigor within all K - 5 classrooms and within the special areas.

**G8.B1** Lack of time for professional development.

**G8.B1.S1** Use of early release day to provide professional development for Webb's Depth of Knowledge

**PD Opportunity 1**

Professional Development for Webb's Depth of Knowledge

**Facilitator**

Laura Stewart

**Participants**

All faculty

**Target Dates or Schedule**

February 5, 2013

**Evidence of Completion**

Lesson Plans and Sign-in Sheets

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	Increase knowledge of Accelerated Math so that teachers are comfortable using the program for intervention and enrichment.	\$1,000
G5.	Decrease the percentage of students missing 10% or more of available instruction time by 10%, reducing it from 25% to 15%.	\$500
G6.	Establish and increase awareness of what writing instruction should look like based on the implementation of the CCSS.	\$500
Total		\$2,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Professional Development	Total
General budget and Title VI	\$1,000	\$0	\$0	\$1,000
School Improvement Funds	\$0	\$500	\$0	\$500
General	\$0	\$0	\$500	\$500
Total	\$1,000	\$500	\$500	\$2,000

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G2.** Increase knowledge of Accelerated Math so that teachers are comfortable using the program for intervention and enrichment.

**G2.B2** Lack of time for professional development.

**G2.B2.S2** Modeling, coaching, and providing support to the classroom teacher on how to utilize the Accelerated Math program within the classroom to provide enrichment and intervention.

#### Action Step 1

Accelerated Math Coaching

#### Resource Type

Evidence-Based Program

#### Resource

Paper, Ink, AM Scan Cards, Ipads

#### Funding Source

General budget and Title VI

#### Amount Needed

\$1,000



**G5.** Decrease the percentage of students missing 10% or more of available instruction time by 10%, reducing it from 25% to 15%.

**G5.B3** Early dismissals and tardies of students

**G5.B3.S1** Create an incentive program to encourage children to be at school.

**Action Step 1**

The Petey Panther "A-Team" Incentive Program

**Resource Type**

Personnel

**Resource**

Incentives to encourage attendance, Assistant Principal

**Funding Source**

School Improvement Funds

**Amount Needed**

\$500

**G6.** Establish and increase awareness of what writing instruction should look like based on the implementation of the CCSS.

**G6.B2** Lack of time for professional development.

**G6.B2.S1** Instructional Coach will work with classroom teachers to model what writing instruction should look like.

**Action Step 1**

Writing Coaching

**Resource Type**

Professional Development

**Resource**

paper, ink, Instructional Coach

**Funding Source**

General

**Amount Needed**

\$500