

Columbia County School District

Pinemount Elementary School



2015-16 School Improvement Plan

Pinemount Elementary School

324 SW GABRIEL PL, Lake City, FL 32024

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	55%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	24%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Columbia County School Board on 11/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. 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

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Children are our future. Success can be found in every one, every day.

Provide the school's vision statement

In partnership with parents and the community we are 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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Highly qualified teachers that are certified in ELL provide instruction that is conducive to learning and fosters relationships that will overcome language barriers and cultural differences. Families are encouraged to attend events at the school where teachers and administration can provide support and answer questions to ensure the success of each student in the school.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Students are welcomed to Pinemount Elementary by friendly, professional and highly qualified faculty and staff. The school provides a safe and friendly atmosphere where each child can learn. Student safety is paramount to the mission of the school and children are monitored before, during and after school to ensure that each child is safe. We provide a safe environment before school and after school by having safety patrols being posted all around campus as well as paraprofessional and faculty posted on each wing to patrol students and ensure their safety. Students are walked to their buses by their teacher. Car riders are monitored by teachers and paraprofessionals. We also have a bullying policy in place.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

In an effort to have a uniform and equitable form of discipline that is both positive and effective, the staff of Pinemount Elementary has devised a school wide discipline plan. It was a joint effort that included input from faculty, staff and parents. School wide expectations are taught to students and reviewed daily. Classroom rules include respecting yourself, respecting others, respecting property and respect for learning. Clear and concise consequences are outlined for students utilizing a color card system to effectively monitor student behaviors. School personnel were trained by Principal Hill in a pre-planning meeting on the discipline plan and expectations regarding its implementation. Additionally, if there is a specific student with behavioral concerns, staff will meet as a committee to develop an individualized behavior plan for the student.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Teachers and staff maintain a close and open relationship with the guidance counselor where they can refer students for counseling, share concerns, and schedule meetings. The guidance counselor also makes referrals to outside counseling agencies throughout the community for students whose needs require additional resources. Utilizing the morning broad cast system the guidance counselor periodically delivers 'Words of Wisdom', encouraging messages that foster character education. Classroom guidance, small group and individual counseling is available to all students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school uses FOCUS as the data reporting system for attendance, discipline and grades. Performance Matters is the data system that is used to monitor student performance on statewide assessments as well as progress monitor student achievement on district assessments.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	6	6	7	5	4	13	41
One or more suspensions	8	10	1	1	2	3	25
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	8	13	7	28
	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level		Total
	4	5	
Students exhibiting two or more indicators	6	2	8

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students who scored a Level 1 on statewide assessments are identified and supported in strategic intervention groups that focus on each child's area of weakness. The students are progress monitored to assure that they are making progress in their deficient area. Small group interventions that incorporate differentiated instruction using various intervention programs such as Read Naturally, Journeys Intervention, and FOCUS groups are used to aid in student learning. The school messenger call out system is used to notify parents of both absenteeism and other school events to aid in student success.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Targets for parent involvement will include participation in school sponsored activities and student attendance at school. Teachers hold parent conferences with the parents of all students in an effort to communicate the school's vision of commitment to providing quality and equity in teaching and learning that will empower all students to achieve their personal best, to become life-long learners, and to be responsible, productive citizens of tomorrow.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school advisory council consists of parents, community members and business leaders who are representative of the demographics and makeup of the community the school serves. This group has a say in both funding and decision making that helps maintain the function and use of resources that run the school. Additionally, there is a Parent Teacher Organization (PTO) , which provides funding and other resources that support the school and student achievement. The PTO is also made up of community and business leaders who represent and support the community the school serves.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Hill, Cherie	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

- Cherie Hill - Fidelity of instruction, professional development needs, behavior, review of data
- Laura Lashley- Curriculum materials, intervention resources, review of data, professional development
- April Bolkosky - Curriculum materials, intervention resources, scheduling, review of data, behavior
- Amanda Todd - Scheduling, review of data, behavior
- Veronica Bennett- Media and technology coordinator

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Rachel Stephens	Teacher
Ashley Shaw	Teacher
Wilda Drawdy	Business/Community
Matt Greene	Parent
Melissa Joyner	Business/Community
Yvonne Melgaard	Education Support Employee
David Michalkiewicz	Parent
Jessica Rodriguez	Parent
John McMillan	Parent
Sharon DelCastillo	Parent
Kyala Johnson	Teacher
Ana Garcia	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Improvement Plan was reviewed with SAC and Pinemount Staff. Additionally, the school underwent an Instructional Review to provide strategic goal making and analysis with the SIP being utilized for both review and as a template for determining next steps. The 8 step problem solving

process was followed to discuss strategies to monitor both the strategies and overall effectiveness of the plan itself.

Development of this school improvement plan

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 barriers, goals and strategies are discussed.

Preparation of the school's annual budget and plan

The school improvement budget was allocated to reflect the initiatives identified in the goals and action plan of the school improvement plan. This budget was presented to the SAC committee for their input and approval.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Last year we used the school improvement funds for the following purposes:

- \$1,500 for substitutes for the Mary Lewis writing training our 3rd, 4th, and 5th grade teachers received
- \$ 600 for ink and paper for all grade levels to support curriculum in the classrooms
- \$1,000 for motivational items for AR, AM, and Math Fact rewards for all grade levels
- \$3,100 total

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Hill, Cherie	Principal
Stewart, Laura	Instructional Coach
Bolkosky, April	Administrative Support
Shaw, Ashley	Teacher, K-12
Bennett, Veronica	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

- 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

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Professional learning communities exists in the school so teachers can work collaboratively together to thoughtfully plan engaging lessons and activities for students. Teachers in each grade level have common planning time each day and meet once a week for planning. Professional learning communities meet twice per month after school to effectively plan rigorous instruction in the school.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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. We have very little turn over at our school.

Describe the school's teacher mentoring program, including the rationale for pairings and 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school uses state adopted rigorous programs that are aligned to Florida's standards. Teachers use standards based instruction that provide meaningful learning experiences for students. The teachers carefully plan their lessons with the Florida standards in mind.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Pinemount Elementary provides differentiated instruction to meet the diverse needs of students by implementing small group interventions. Our teachers ability group our students to best meet their ability needs. For example, all of our highly qualified teachers follow the accommodations set forth in students academic plans.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 1,000

A summer enrichment program is offered by the Columbia County School district which Pinemount Elementary students are invited to attend. This program is offered for students who just finished grades K-5.

Strategy Rationale

Students who need additional support can be supported through enriching activities to promote learning throughout the summer. This program lasts six weeks.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hill, Cherie, hillc@columbiak12.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected and analyzed at the district to assess the effectiveness of summer enrichment programs.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

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 Work Sampling System (WSS). 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.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** If we provide a safe and comfortable environment for our parents while equipping them with strategies to better support their child, then student achievement will increase.
- G2.** If teachers provide quality rigorous instruction that embeds strategic uses of differentiated instruction and small group instruction in all content areas through collaborative teaching and increased knowledge of standards, then student achievement in all content areas will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we provide a safe and comfortable environment for our parents while equipping them with strategies to better support their child, then student achievement will increase. 1a

G072812

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Skilled/willing staff
- After school program
- Volunteers (aid with language barrier)
- Positive frequent home visits
- Ms. Hill- open door policy
- School messenger system
- Website/Newsletter
- Planners/Tuesday Folders
- Parent/Teacher conferences-flexible hours
- Childcare for Open House
- Math/Science nights
- Family fun nights
- Active PTO
- K-2 Drama performance
- Remind 101
- Facebook

Targeted Barriers to Achieving the Goal 3

- Low attendance at parental involvement events

Plan to Monitor Progress Toward G1. 8

FSA/State Assessments/STAR

Person Responsible

Cherie Hill

Schedule

Quarterly, from 10/1/2015 to 6/3/2016

Evidence of Completion

Test results

G2. If teachers provide quality rigorous instruction that embeds strategic uses of differentiated instruction and small group instruction in all content areas through collaborative teaching and increased knowledge of standards, then student achievement in all content areas will increase. 1a

G072813

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	80.0
AMO Reading - All Students	81.0
FCAT 2.0 Science Proficiency	75.0
FAA Writing Proficiency	75.0
Math Lowest 25% Gains	75.0
ELA/Reading Lowest 25% Gains	75.0

Resources Available to Support the Goal 2

- Instructional Coach and Math, Science TSC
- Common Planning Time within the schedule
- Mary Lewis, PD facilitator
- Florida Ready, LAFS
- Various intervention materials to aid in DI
- Ryan Mitchell, Nefec math specialist
- Accelerated Math and other programs to support ambitious instruction
-

Targeted Barriers to Achieving the Goal 3

- Lack of common language of rigor and materials to provide rigorous instruction

Plan to Monitor Progress Toward G2. 8

STAR testing, FSA, State Assessments

Person Responsible

Cherie Hill

Schedule

On 6/3/2016

Evidence of Completion

Progress Monitoring test scores, data from classroom tests, and other formative data.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. If we provide a safe and comfortable environment for our parents while equipping them with strategies to better support their child, then student achievement will increase. **1**

 G072812

G1.B1 Low attendance at parental involvement events **2**

 B189987

G1.B1.S1 Use data (both past and present) to plan events based on our strengths and successes. **4**

 S201402

Strategy Rationale

Action Step 1 **5**

Analyze data from the past to share with leadership

Person Responsible

April Bolkosky

Schedule

On 10/7/2015

Evidence of Completion

Excel spreadsheet/Agenda

Action Step 2 5

Create schedule for year of events- Parental Involvement

Person Responsible

Cherie Hill

Schedule

On 10/28/2015

Evidence of Completion

Schedule of events

Action Step 3 5

Research possibilities for using Westside Community Center and other locations

Person Responsible

April Bolkosky

Schedule

Monthly, from 10/7/2015 to 10/7/2015

Evidence of Completion

Agenda (Share out at leadership meeting)

Action Step 4 5

Attaining incentives/resources (educational games) through Title I Funds and community partners

Person Responsible

April Bolkosky

Schedule

Annually, from 9/30/2015 to 6/3/2016

Evidence of Completion

List of incentives

Action Step 5 5

Survey parents around parental involvement

Person Responsible

April Bolkosky

Schedule

On 9/30/2015

Evidence of Completion

Survey results from parent data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Analyze data from the past to share with leadership

Person Responsible

Laura Stewart

Schedule

On 9/23/2015

Evidence of Completion

Google sheet shared

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Create schedule for year of events- Parental Involvement

Person Responsible

Laura Stewart

Schedule

On 10/26/2015

Evidence of Completion

Google Calendar

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Research possibilities for using Westside Community Center and other locations

Person Responsible

Rachel Stephens

Schedule

On 10/5/2015

Evidence of Completion

email

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Attaining incentives/resources (educational games) through Title I Funds and community partners

Person Responsible

Rachel Stephens

Schedule

On 10/5/2015

Evidence of Completion

Email

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Survey parents around parental involvement

Person Responsible

Ashley Shaw

Schedule

On 9/28/2015

Evidence of Completion

Email

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Increase in attendance at all events

Person Responsible

April Bolkosky

Schedule

Monthly, from 10/1/2015 to 6/3/2016

Evidence of Completion

Excel sheet

G2. If teachers provide quality rigorous instruction that embeds strategic uses of differentiated instruction and small group instruction in all content areas through collaborative teaching and increased knowledge of standards, then student achievement in all content areas will increase. 1

 G072813

G2.B1 Lack of common language of rigor and materials to provide rigorous instruction 2

 B189988

G2.B1.S1 Creation of rigorous standards based PD plan including strategic follow up. 4

 S201403

Strategy Rationale

This is to provide all our teachers with the same opportunity to view Mrs. Hill's expectations of rigorous instruction. This will increase student learning.

Action Step 1 5

Develop common language and model rigorous standards based instruction.

Person Responsible

Cherie Hill

Schedule

Monthly, from 8/10/2015 to 10/1/2015

Evidence of Completion

Definition of rigorous standards based instruction.

Action Step 2 5

Develop PD on rigorous standards based instruction.

Person Responsible

Laura Stewart

Schedule

On 8/10/2015

Evidence of Completion

Developed PD

Action Step 3 5

Identify classrooms that incorporate rigorous standards based instruction.

Person Responsible

Cherie Hill

Schedule

Semiannually, from 10/1/2015 to 5/31/2016

Evidence of Completion

Identification of model classrooms

Action Step 4 5

Provide plenty of opportunities for teachers to visit model classrooms and expectations for implementation with in their classrooms.

Person Responsible

Cherie Hill

Schedule

Triannually, from 11/2/2015 to 5/31/2016

Evidence of Completion

Visitation schedule

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Develop common language and model rigorous standards based instruction.

Person Responsible

Laura Stewart

Schedule

Evidence of Completion

email

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Develop PD on rigorous standards based instruction.

Person Responsible

Cherie Hill

Schedule

Evidence of Completion

email

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Identify classrooms that incorporate rigorous standards based instruction.

Person Responsible

April Bolkosky

Schedule

Evidence of Completion

email

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Provide plenty of opportunities for teachers to visit model classrooms and expectations for implementation with in their classrooms.

Person Responsible

April Bolkosky

Schedule

Evidence of Completion

email

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Evidence of standards based rigorous instruction.

Person Responsible

Cherie Hill

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Classroom walk-throughs/ observation checklist

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Analyze data from the past to share with leadership	Bolkosky, April	9/30/2015	Excel spreadsheet/Agenda	10/7/2015 one-time
G2.B1.S1.A1	Develop common language and model rigorous standards based instruction.	Hill, Cherie	8/10/2015	Definition of rigorous standards based instruction.	10/1/2015 monthly
G1.B1.S1.A2	Create schedule for year of events- Parental Involvement	Hill, Cherie	10/28/2015	Schedule of events	10/28/2015 one-time
G2.B1.S1.A2	Develop PD on rigorous standards based instruction.	Stewart, Laura	8/10/2015	Developed PD	8/10/2015 one-time
G1.B1.S1.A3	Research possibilities for using Westside Community Center and other locations	Bolkosky, April	10/7/2015	Agenda (Share out at leadership meeting)	10/7/2015 monthly
G2.B1.S1.A3	Identify classrooms that incorporate rigorous standards based instruction.	Hill, Cherie	10/1/2015	Identification of model classrooms	5/31/2016 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A4	Attaining incentives/resources (educational games) through Title I Funds and community partners	Bolkosky, April	9/30/2015	List of incentives	6/3/2016 annually
G2.B1.S1.A4	Provide plenty of opportunities for teachers to visit model classrooms and expectations for implementation with in their classrooms.	Hill, Cherie	11/2/2015	Visitation schedule	5/31/2016 triannually
G1.B1.S1.A5	Survey parents around parental involvement	Bolkosky, April	9/22/2015	Survey results from parent data	9/30/2015 one-time
G1.MA1	FSA/State Assessments/STAR	Hill, Cherie	10/1/2015	Test results	6/3/2016 quarterly
G1.B1.S1.MA1	Increase in attendance at all events	Bolkosky, April	10/1/2015	Excel sheet	6/3/2016 monthly
G1.B1.S1.MA1	Analyze data from the past to share with leadership	Stewart, Laura	9/23/2015	Google sheet shared	9/23/2015 one-time
G1.B1.S1.MA2	Create schedule for year of events- Parental Involvement	Stewart, Laura	10/26/2015	Google Calendar	10/26/2015 one-time
G1.B1.S1.MA3	Research possibilities for using Westside Community Center and other locations	Stephens, Rachel	10/5/2015	email	10/5/2015 one-time
G1.B1.S1.MA4	Attaining incentives/resources (educational games) through Title I Funds and community partners	Stephens, Rachel	10/5/2015	Email	10/5/2015 one-time
G1.B1.S1.MA5	Survey parents around parental involvement	Shaw, Ashley	9/28/2015	Email	9/28/2015 one-time
G2.MA1	STAR testing, FSA, State Assessments	Hill, Cherie	6/3/2016	Progress Monitoring test scores, data from classroom tests, and other formative data.	6/3/2016 one-time
G2.B1.S1.MA1	Evidence of standards based rigorous instruction.	Hill, Cherie	8/24/2015	Classroom walk-throughs/ observation checklist	6/3/2016 weekly
G2.B1.S1.MA1	Develop common language and model rigorous standards based instruction.	Stewart, Laura	9/8/2015	email	one-time
G2.B1.S1.MA2	Develop PD on rigorous standards based instruction.	Hill, Cherie	9/8/2015	email	one-time
G2.B1.S1.MA3	Identify classrooms that incorporate rigorous standards based instruction.	Bolkosky, April	10/20/2015	email	one-time
G2.B1.S1.MA4	Provide plenty of opportunities for teachers to visit model classrooms and expectations for implementation with in their classrooms.	Bolkosky, April	10/28/2015	email	one-time

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G2. If teachers provide quality rigorous instruction that embeds strategic uses of differentiated instruction and small group instruction in all content areas through collaborative teaching and increased knowledge of standards, then student achievement in all content areas will increase.

G2.B1 Lack of common language of rigor and materials to provide rigorous instruction

G2.B1.S1 Creation of rigorous standards based PD plan including strategic follow up.

PD Opportunity 1

Develop common language and model rigorous standards based instruction.

Facilitator

Hill, Cheri

Participants

All teachers

Schedule

Monthly, from 8/10/2015 to 10/1/2015

PD Opportunity 2

Develop PD on rigorous standards based instruction.

Facilitator

Stewart (Lashley), Laura

Participants

All teachers

Schedule

On 8/10/2015

PD Opportunity 3

Provide plenty of opportunities for teachers to visit model classrooms and expectations for implementation with in their classrooms.

Facilitator

Stewart (Lashley), Laura

Participants

All teachers

Schedule

Triannually, from 11/2/2015 to 5/31/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Analyze data from the past to share with leadership	\$0.00			
2	G1.B1.S1.A2	Create schedule for year of events- Parental Involvement	\$0.00			
3	G1.B1.S1.A3	Research possibilities for using Westside Community Center and other locations	\$0.00			
4	G1.B1.S1.A4	Attaining incentives/resources (educational games) through Title I Funds and community partners	\$0.00			
5	G1.B1.S1.A5	Survey parents around parental involvement	\$0.00			
6	G2.B1.S1.A1	Develop common language and model rigorous standards based instruction.	\$0.00			
7	G2.B1.S1.A2	Develop PD on rigorous standards based instruction.	\$3,550.00			
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0291 - Pinemount Elementary School	School Improvement Funds		\$2,000.00
<i>Notes: Paper/ Ink to support rigorous instruction.</i>						
			0291 - Pinemount Elementary School	School Improvement Funds		\$1,000.00
<i>Notes: Student incentives to encourage student performance.</i>						
			0291 - Pinemount Elementary School	School Improvement Funds		\$350.00
<i>Notes: Science awards and show boards to promote science fair participation.</i>						
			0291 - Pinemount Elementary School	School Improvement Funds		\$200.00
<i>Notes: Spelling Bee entry fee and awards to promote participation.</i>						
8	G2.B1.S1.A3	Identify classrooms that incorporate rigorous standards based instruction.	\$0.00			
9	G2.B1.S1.A4	Provide plenty of opportunities for teachers to visit model classrooms and expectations for implementation with in their classrooms.	\$0.00			
Total:						\$3,550.00