

Columbia County School District

Pinemount Elementary School



2018-19 School Improvement Plan

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Pinemount Elementary School

324 SW GABRIEL PL, Lake City, FL 32024

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

School Demographics

School Type and Grades Served
(per MSID File)

Elementary School
PK-5

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
(As Reported on Survey 3)

100%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

23%

School Grades History

Year
Grade

2017-18
A

2016-17
A

2015-16
A

2014-15
A*

School Board Approval

This plan is pending approval by the Columbia County School Board.

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Pinemount Elementary believes that Children are our future. Success can be found in every one, every day. Pinemount believes in building up our students and families. We build positive relationships by establishing great two-way communication with our Pinemount families as well as though out the community. We communicate through our school's website, planners, electronic sign, The lake City Reporter (local newspaper), newsletter, Class Dojo, and social media. Pinemount Elementary is committed to encouraging every student to work hard and to have confidence in themselves.

Provide the school's vision statement

In partnership with parents and the community, Pinemount Elementary is committed to providing quality and equity in teaching and learning that will empower all students to achieve their personal best, to become life-long learners, and to be responsible, productive citizens of tomorrow. Pinemount looks for parent feedback in a variety of ways. We send home parent surveys in the spring. We also have a parent feedback form for all parents to complete at all parent involvement activities. We use these surveys to schedule events for our parents and are always looking for ways to improve our school. We hold SAC meetings where community members have an opportunity to voice their concerns and offer their suggestions on a variety of topics. At Pinemount we are dedicated to be the best school that we can be for our students and community. We set high standards for our students, teachers, and school leaders. We strive hard to provide every student with a top quality education. By building strong relationships with our community and encouraging parent involvement at Pinemount, our students will have the opportunity to see themselves and their school as successful, caring, and capable of meeting the demands of society.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Darby, Donna	Principal
Stephens, Rachel	Other
Johnson, Kyala	Instructional Coach
Bennett, Veronica	Instructional Media
Todd, Amanda	Guidance Counselor

Duties

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

Mrs. Donna Darby is our principal. She is our instructional leader and the one in charge of our school. She operates under the shared decision-making process. Rachel Stephens is our Curriculum Resource Teacher. She serves multiple purposes through working with classroom teachers, resource teachers, paraprofessionals and tutors to provide curricular resources and effective supplemental instructional materials. The CRT is responsible to train in the use of the resources and to help in the implementation of the resources in both whole group and small group instruction. In addition, the CRT works with parents and family members in providing resources and training in the use of the resources so that the parent or family member can build their skills in helping their child academically at home. The CRT coordinates each school's Title I program. Kyala Johnson is our instructional coach. She works to increase the effectiveness of all teachers through effective evaluation and high quality, personalized professional development. The Instructional Coach provides job-embedded professional learning to all teachers regardless of where each teacher's skill level resides on the mastery spectrum. Additionally, the instructional coach leads district-wide initiatives that will provide consistency and understanding of instructional methodology, high impact instructional strategies, data analysis of student performance assessment outcomes and other professional learning activities that are focused on the learning needs of all students. Veronica Bennett is our media specialist. She is over our media center, grant writing, and aftercare program. Amanda Todd is our guidance counselor. She is in charge of MTSS, counseling, character education, and the morning news broadcast. We have weekly Lead Team meetings where we problem solves together to find the best solution for our school issues. We all assist in classroom walkthroughs, assisting teachers with problems, and in whatever duties are needed.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	7	7	14	9	4	11	0	0	0	0	0	0	0	52
One or more suspensions	2	8	5	5	3	4	0	0	0	0	0	0	0	27
Course failure in ELA or Math	22	7	5	5	5	7	0	0	0	0	0	0	0	51
Level 1 on statewide assessment	0	0	0	3	9	10	0	0	0	0	0	0	0	22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	4	5	3	5	8	0	0	0	0	0	0	0	29

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	20	9	4	3	3	0	0	0	0	0	0	0	0	39
Retained Students: Previous Year(s)	0	2	0	0	0	0	0	0	0	0	0	0	0	2

Date this data was collected

Monday 9/17/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	23	18	13	15	17	18	0	0	0	0	0	0	0	104
One or more suspensions	2	1	0	0	2	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	12	8	4	5	3	6	0	0	0	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	2	5	4	0	0	0	0	0	0	0	11
	0	0	0	0	0	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	1	2	2	6	5	0	0	0	0	0	0	0	18

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	23	18	13	15	17	18	0	0	0	0	0	0	0	104
One or more suspensions	2	1	0	0	2	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	12	8	4	5	3	6	0	0	0	0	0	0	0	38
Level 1 on statewide assessment	0	0	0	2	5	4	0	0	0	0	0	0	0	11
	0	0	0	0	0	0	0	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	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	2	1	2	2	6	5	0	0	0	0	0	0	0	18

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Our data shows that our bottom quartile in English and Language Arts has the lowest data. This has been a trend for us. We also dropped in our English and Language Arts learning gains.

Which data component showed the greatest decline from prior year?

According to our 2018 testing data, we showed a decline of 7 percentage points in our bottom 25% in English Language Arts.

Which data component had the biggest gap when compared to the state average?

The biggest gap that we had when compared to the state average is in the bottom 25% leaning gains in English and Language Arts. This is the only area that we are behind the state average.

Which data component showed the most improvement? Is this a trend?

The most improvement in our school data and the state data is in the bottom 25% in math gains. We showed an increase of 32 percentage points above the state average.

Describe the actions or changes that led to the improvement in this area

We have high impact teachers in our 4th and 5th-grade math classes. Our teachers teach rigorous lessons and provide intense remediation to our bottom quartile of students. We also provided free after-school tutoring to our lower performing students in both reading and math.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	67%	53%	56%	69%	56%	55%
ELA Learning Gains	58%	51%	55%	64%	58%	57%
ELA Lowest 25th Percentile	46%	46%	48%	53%	55%	52%
Math Achievement	88%	67%	62%	86%	68%	61%
Math Learning Gains	80%	63%	59%	84%	66%	61%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Lowest 25th Percentile	79%	57%	47%	86%	62%	51%
Science Achievement	81%	57%	55%	69%	58%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	7 (23)	7 (18)	14 (13)	9 (15)	4 (17)	11 (18)	52 (104)
One or more suspensions	2 (2)	8 (1)	5 (0)	5 (0)	3 (2)	4 (1)	27 (6)
Course failure in ELA or Math	22 (12)	7 (8)	5 (4)	5 (5)	5 (3)	7 (6)	51 (38)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	3 (2)	9 (5)	10 (4)	22 (11)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	78%	58%	20%	57%	21%
	2017	72%	63%	9%	58%	14%
Same Grade Comparison		6%				
Cohort Comparison						
04	2018	66%	56%	10%	56%	10%
	2017	66%	57%	9%	56%	10%
Same Grade Comparison		0%				
Cohort Comparison		-6%				
05	2018	55%	53%	2%	55%	0%
	2017	62%	56%	6%	53%	9%
Same Grade Comparison		-7%				
Cohort Comparison		-11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	81%	66%	15%	62%	19%
	2017	82%	66%	16%	62%	20%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	87%	67%	20%	62%	25%
	2017	88%	71%	17%	64%	24%
Same Grade Comparison		-1%				
Cohort Comparison		5%				
05	2018	89%	68%	21%	61%	28%
	2017	81%	68%	13%	57%	24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		8%				
Cohort Comparison		1%				

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	68	57	40	88	77	72	82				
BLK	53			82							
HSP	75	79		88	86						
MUL	64	60		93	100						
SWD	32	27		62	56						
FRL	60	51	47	85	76	81	76				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	74	67	57	87	87	88	74				
BLK	46			85							
HSP	48	63		81	81						
MUL	67			82							
SWD	31	47	42	59	59		60				
FRL	61	58	56	81	80	85	61				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Increase student achievement in ELA by 5%, Math by 3%, and Science by 3%

Rationale Our ELA achievement levels have decreased over the past two years. We have made gains in math and science achievement but we still are not to 100% on grade level.

Intended Outcome We would like to see our Reading achievement increase by 5%, our Math achievement increase by 3%, and our Science achievement increase by 3%.

Point Person Kyala Johnson (wilson-rollek@columbiak12.com)

Action Step

Description Our instructional coach will assist our teachers with many professional development opportunities. Our county has provided a writing coach. Pinemount is using our district writing coach to assist our 4th and 5th grade teachers to provide more rigorous writing instruction. All of our teachers in grades 2-5 are using iReady Standards Mastery and Elements of Reading (vocabulary program). We will provide whole group and small group instruction along with intervention as needed. We have also restructured our 4th and 5th grade ELA instruction. Our school will provide LAFS and MAFS and the teacher toolbox, Saxon, Scholastic News, Studies Weekly, and Coach books to support instruction in the classroom. We will use our paraprofessionals to use small group instruction and differentiated instruction in the classroom. We will also use our tutors to provide additional small group instruction for our struggling students.

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

Plan to Monitor Effectiveness

Description Donna Darby will monitor these changes through classroom walk-throughs. We will also have monthly data monitoring meetings with each grade level. We will also check through teacher lesson plans to assure that this instruction is taking place. We print weekly iReady instructional usage reports to assess usage and pass rates. We use progress monitoring assessments in the fall and spring, and standards mastery throughout the school year.

Person Responsible Donna Darby (darbyd1@columbiak12.com)

Activity #2

Title	Focus on parent and family engagement activities by providing 6 activities to support families in helping their children in the areas of reading, math, and science.
Rationale	Provide a CRT that will assist with effective family engagement activities throughout the year as well as provide materials and support to the parents in supporting their child's academic needs.
Intended Outcome	Increased students' achievement due to more parent support.
Point Person	Rachel Stephens (stephensr@columbiak12.com)

Action Step

Description	Plan parent involvement activities to help educate the parents on ways to help their child at home become a successful student.
Person Responsible	Rachel Stephens (stephensr@columbiak12.com)

Plan to Monitor Effectiveness

Description	We will use our parent surveys for the parent activities to gain feedback if the parent involvement activity supported them.
Person Responsible	Rachel Stephens (stephensr@columbiak12.com)

Part IV: Title I Requirements

Additional Title I Requirements

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

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

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. Parents are given a survey to give recommendations, these surveys are used to make needed changes to our school. We use two-way communication with parents by using Class Dojo and Facebook. We have a School Advisory Council where members brainstorm ways to improve our parent and family engagement.

PFEP Link

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

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 broadcast system the guidance counselor periodically delivers 'Words of Wisdom', encouraging messages that foster character education. Classroom guidance, small group and individual counseling are available to all students. We have a mentoring program where a staff member is paired with a student who has some early warning indicators. The mentor checks in on the student weekly to help ward off any possible problems. We use the MTSS process to identify students who are struggling with academics or behavior. Our teachers and paraprofessionals provide interventions to meet our students' needs. We also have a site based School Resource Deputy to help provide a sense of a safe school. We have At Risk counselors to assist students that are struggling with emotional issues. Our school uses the "Kid With Character" program where each teacher selects a "Student of the Month".

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

We offer a VPK at our school for students to get a jump start in their learning. 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 and meet the teacher meetings. 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.

Pinemount sponsors a "Step Up Night" towards the end of the school year in which parents and students are informed about the grade level expectations. The parents and students are able to meet the teachers and administrators for each grade level and are given materials and supplies to help them better prepare for the next school year to prevent "summer slide".

The principal and guidance counselor at the sixth-grade center visits Pinemount in May to present information to the students about school requirements, curriculum and instructions, and clubs and organizations that the student can be involved in next school year.

We use Collaborative Planning Days where the leadership team meet with every classroom teacher to discuss the students' needs. We use intervention groups to meet the needs of all students. We also hire additional tutors to provide additional remediation for students needing that extra instruction. Our county also offers a 3rd grade Summer Reading Camp for students who scored a Level 1 on the reading FSA.

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

Pinemount's methodology is to coordinate state, local, and federal funds. We have checks and balances in place to ensure that federal funds are used in a supplemental way. A Comprehensive Needs Assessment is developed and used throughout the school year to adjust needs throughout the school. We have identified instructional personnel, support personnel, curricular needs, technology needs, as well as other needs. We determine how to use our resources through our Comprehensive Needs Assessment and follow-up each month through meeting with the school leadership team and the federal program director. We conduct an annual inventory to determine that we have the resources purchased through our federal funds.

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 dis-aggregate data and make decisions about the direction to be taken with instruction.(Kyala Johnson, Rachel Stephens, Donna Darby)

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

Pinemount Elementary has a Robotics team that learns more technology skills as well as collaboration skills to work as a team. Our students have a technology class that they attend as part of the special area rotations. During this block they learn keyboarding skills, internet navigation, how to use Google Slides, Sheets, and Docs.

Our students are provided with rigorous and ambitious instruction. We provide opportunities for student to have public speaking skills and provide art and music education so that our students can explore the arts. We provide Science Day where all day science education is promoted. We also offer a Science Fair Expo where student can use the scientific method and hands on learning approach.

Part V: Budget

Total:

\$11,284.71