

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: PINEMOUNT ELEMENTARY SCHOOL

District Name: Columbia

Principal: Donna C. McAdams

SAC Chair: April Bolkosky

Superintendent: Michael F. Millikin

Date of School Board Approval:

Last Modified on: 9/28/2012

Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Donna C. McAdams	BS Academic Studies MS Education Certification: Elementary Education/School Principal/Educational Leadership/ESOL Endorsement	3	7	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; 66% Learning Gains; 63% Lowest Quartile Science Proficiency: 66% Writing Proficiency: 86% 2009: A 97% AYP (former school) 2008: A 100% AYP (former school)



34	2.9%(1)	20.6%(7)	55.9%(19)	23.5%(8)	29.4%(10)	94.1%(32)	2.9%(1)	5.9%(2)	41.2%(14)
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## Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Laurie Stephens	None at this time		
Lisa Amparo Hampson	Cynthia Touchton	Beginning Teacher	Activities in the Columbia County School District Beginning Teacher Program

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

#### Title I, Part A

Services are provided to students who need additional remediation support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors. We receive funding that is allocated for teacher in-service, teacher salaries, paraprofessional salaries, teaching supplies and materials, Professional Development, and parent involvement activities. We also receive SAI (Student Academic Intervention) funds which help us provide students with additional academic help in areas of need.

#### Title I, Part C- Migrant

The Title I, Part C Migrant Education Program (MEP) will closely monitor migrant student progress at each school site by meeting on a regular basis with students, teachers, guidance personnel and other appropriate staff. The MEP will implement supplementary literacy and mathematics tutorials that address the unique needs of migrant students. The MEP will also provide a family advocate to serve as the liaison between the student's family and school.

#### Title I, Part D

#### Title II

The district receives funds for staff development to increase student achievement through teacher training.

#### Title III

The district did not qualify for Title III funds.

#### Title X- Homeless

The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

#### Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide remedial instruction to students in grades KG through 3rd.

#### Violence Prevention Programs

Per state statute, the district has adopted and now implements a district wide bullying policy. Students participate in Too Good For Drugs curriculum.

#### Nutrition Programs

Family Nutrition is a federally funded program through the USDA, targeting first and second grade students. The program is

presented in a series of classes and is implemented through the University of Florida and the Columbia County Extension Office.

#### Housing Programs

NA

#### Head Start

We utilize information from students in Head Start to transition into Kindergarten.

#### Adult Education

Adult education is a district supported program.

#### Career and Technical Education

The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

Students participate in technology lab time at least once a week.

#### Job Training

Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

#### Other

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS Leadership Team includes:  
Donna McAdams (Principal)  
April Bolkosky (CRT)  
Amanda Todd (Guidance Counselor)  
Laura Stewart (Reading Coach)

These individuals were chosen for their expertise in the specific areas of reading, math, behavior, and special needs. Their combined expertise will enable them to make intervention decisions for the most struggling students in reading, math, and behavior.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The purpose of the RtILT in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The RtILT reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

The RtILT is considered the main leadership team in our school. The RtILT will meet monthly and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
  - o Tutoring during the day in small group pull-outs in reading, math, and writing.
  - o Create, manage and update the school resource map
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels

- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through supportive coaching, management of resources, and providing professional development in research based instruction.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

- The RtILT and SAC were involved in the School Improvement Plan development
- The School Improvement Plan is the working document that guides the work of the RtILT.
- The RtILT will communicate with and support the PLCs in implementing the proposed strategies by assigning members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger RtILT team through the subject area representatives.
- The RtILT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
  - o Review and analyze screening and collateral data
  - o Develop and test hypotheses about why student/school problems are occurring (changeable barriers)
  - o Develop and target interventions based on confirmed hypotheses
  - o Establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
  - o Develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichment)
  - o Review goal statements to ensure they are ambitious, time-bound and meaningful
  - o Assess the fidelity of instruction/intervention implementation and other PS/RtI processes

#### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

##### Core Curriculum (Tier 1)

DATA - Source: FCAT released test; Progress Monitoring Assessments: Thinkgate, FAIR, Common Assessments\* (see below) of chapter/segments tests using adopted curriculum resources; Subject Area Generated, Semester Exams, Mini-Assessments on specific tested Benchmarks, Kids College, Renaissance Learning, School-wide behavior plan; Discipline Referrals, Weekly behavior sheet

DATABASE - School Generated Excel Database; Progress Monitoring and Reporting Network, Navigator Plus data management (NEFEC), Grade book(EASY GRADE PRO), AS400 Behavior reports, Kids College data and Renaissance

PERSON(S) RESPONSIBLE -Reading Coach, individual teachers, Principal, Guidance Counselor

\*A Common Assessment covers a "chunk" of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students' knowledge of the core curriculum. The results of the Common Assessment are used to:

- Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.
- Determine which skills need to be taught with alternative strategies.
- Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.
- Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

SUPPLEMENTAL/INTENSIVE INSTRUCTION(TIER 2 AND 3) - Tutoring during the day (\*see below)

DATA SOURCE - Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials), FAIR OPM, Renaissance Learning (STAR), Behavior point sheets

DATABASE - School Generated, easy cbm.com (University of Oregon), Renaissance Learning database

\*Students receiving pull-out tutoring during the school day will receive instruction on the specific skills they have not mastered in the core curriculum. As students work on these specific skills, they will be assessed during tutoring and to ensure mastery of skills. In order to make this process effective, a communication system between classroom teacher and the tutor will be developed by the PLC and RtILT and monitored for effectiveness throughout the school year. As students progress through Supplementary Support and Intensive Instruction, the number/type of supplemental services, time spent in the supplemental services and frequency of assessment will increase in duration.

\*\* In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM)and computer adaptive assessments (STAR) that:

- assess the same skills over time

- have multiple equivalent forms
- are sensitive to small amounts of growth over time.

Describe the plan to train staff on MTSS.

Staff receives on-going training provided by the district. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues. The trainings offered are: Data Analysis, Intervention Strategies and Materials, Behavior Interventions, Motivating Unmotivated Students, Kagan Strategies, Organizing Your Classroom to Maximize Learning. As the District MTSS Coordinator develops resources and staff development trainings on PS/MTSS, these tools and staff development sessions will be conducted with staff when they become available. New staff will be directed to participate in trainings relevant to PS/MTSS as they become available.

Describe the plan to support MTSS.

The purpose of the RtILT in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The RtILT will continue to review student data, select appropriate materials, ensure fidelity of instructional delivery, and to support classroom teachers through the process. School resources are reviewed periodically to determine effectiveness; adjustments are made as necessary.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The Literacy Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of:

- Principal
- Reading Coach
- Teachers who have demonstrated effective reading instruction as reflected through positive student reading gains

Describe how the school-based LLT functions (e.g., meeting processes and roles/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 reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and 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 ensures 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.

What will be the major initiatives of the LLT this year?

- 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 the content areas
- Data analysis (on-going)

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

## \*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as

applicable.

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 the Early Childhood Observation System and the first five measures of the Florida Assessments 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 with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading 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 (2) prekindergarten classrooms; one serves VPK students, and the other serves VPK and 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.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

### \*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

### Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	Seventy percent (70%) of students in grades 3 - 5 will score at or above a level 3 on the 2013 FCAT 2.0 Reading assessment.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (134)	70% (138)

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Truancy	Provide incentives for students with perfect attendance and reward classrooms with highest percentage of attendance	Principal Classroom Teachers	Review attendance reports to determine attendance percentage	20 Day Attendance reports
2	Parents lacking knowledge or resources to assist children with homework.	Provide parent workshops and access to parent resource room to help them meet the needs of children at home	CRT	participation percentages	sign-in sheets, documentation of the use of the parent resource room
3	Implementation of curriculum	Teachers observing other teachers while implementing the curriculum	CRT	Learning gains in progress monitoring and FCAT.	Performance Matters, FCAT
4	Students Mobility	By using the county adopted materials and the county wide pacing guides, students will not have gaps in curriculum when they transfer from school to school in the district.	Classroom Teachers/County teams for developing pacing guides	Learning gains in progress monitoring and FCAT.	Performance Matters, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:

#### Problem-Solving Process to Increase Student Achievement



Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Forty percent (40%) of students in grades 3 - 5 will score at or above a level 4 on the 2013 FCAT 2.0 Reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (75)	40% (79)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Truancy	Provide incentives for students with perfect attendance and reward classrooms with highest percentage of attendance	Principal Classroom Teachers	Review attendance reports to determine attendance percentage	20 Day Attendance reports
2	Parents lacking knowledge or resources to assist children with homework	Provide parent workshops and access to parent resource room to help them meet the needs of children at home	CRT	participation percentages	sign-in sheets, documentation of the use of the parent resource room
3	Implementation of curriculum	Teachers observing other teachers while implementing the curriculum	CRT	Learning gains in progress monitoring and FCAT	Performance Matters, FCAT
4	Students Mobility	By using the county adopted materials and the county wide pacing guides, students will not have gaps in curriculum when they transfer from school to school in the district.	Classroom Teachers/County teams for developing pacing guides	Learning gains in progress monitoring and FCAT.	Performance Matters, FCAT
5	Focus is on lower level students; higher performing students are not addressed	Provide Enrichment Activities Kids College	Principal ReadingCoach	Monitor growth of students achieving above proficiency in reading	FAIR

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Sixty percent (60%) of students in grades 4 & 5 will show learning gains as measured by the 2013 FCAT 2.0 Reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (74)	60% (70)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Truancy	Providing incentives for students with perfect attendance and rewarding classrooms with highest percentage of attendance	Principal Classroom Teachers	Review attendance reports to determine attendance percentage	20 Day Attendance reports
2	Parents lacking knowledge or resources to assist children with homework	Provide parent workshops and access to parent resource room to help them meet the needs of children at home	CRT	participation percentages	sign-in sheets, documentation of the use of the parent resource room
3	Implementation of curriculum	Teachers observing other teachers while implementing the curriculum	CRT	Learning gains in progress monitoring and FCAT	Performance Matters, FCAT
4	Students Mobility	By using the county adopted materials and the county wide pacing guides, students will not have gaps in curriculum when they transfer from school to school in the district.	Classroom Teachers/County teams for developing pacing guides	Learning gains in progress monitoring and FCAT.	Performance Matters, FCAT
5	Vocabulary	Text Talk Word A Day CCRP Vocabulary	Reading Coach	Monitor Student achievement on FAIR assessment	Vocabulary on FAIR
6	Engagement	Kagan Strategies	Principal (CRT?) Reading Coach	Monitor student engagement levels	Vocabulary on FAIR

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment:	
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Percentage of students making Learning Gains in reading. Reading Goal #3b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Sixty percent (60%) of students in the lowest quartile, in grades 4 & 5 will show learning gains as measured by the 2013 FCAT 2.0 Reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (70)	60% (70)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Truancy	Providing incentives for students with perfect attendance and rewarding classrooms with highest percentage of attendance	Principal Classroom Teachers	Review attendance reports to determine attendance percentage	20 Day Attendance reports
2	Parents lacking knowledge or resources to assist children with homework.	Provide parent workshops and access to parent resource room to help them meet the needs of children at home	CRT	participation percentages	sign-in sheets, documentation of the use of the parent resource room
3	Implementation of curriculum	Teachers observing other teachers while implementing the curriculum	CRT	Learning gains in progress monitoring and FCAT.	Performance Matters, FCAT
4	Truancy	Provide parents with information about Attendance Policy Phone Calls Home Visits	Guidance Counselor	Monitor attendance of targeted students	20 Day Attendance Report
5	Background	Modeling Think-Pair-Share Kagan Strategies	Classroom Teacher	Graph levels of interaction with other students using strategies listed	Observation of increased classroom interaction using strategies listed

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In six years, Pinemount Elementary School will reduce their achievement gap by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need

of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In grades 3-5 the percentage of SWD making adequate learning gains in Reading will increase from 70% to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(22)	72%( 13)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Junior Great Books	Grades 1 - 5	Reading Coach	Teachers of grades 1 - 5	October 2012 November 2012	Lesson Plans	Reading Coach
Common Core Reading	Grades K - 5	Reading Coach	School-wide	ongoing	Lesson plans	Reading Coach

Text Complexity	Grades K - 5	Reading Coach	School-wide	February 2013	Lesson Plans	Reading Coach
Earobics	Kindergarten	Reading Coach	Teachers of Kindergarten students	October 2012	Reports from Earobics	Reading Coach
Test Specs	Gr. 3 - 5	Reading Coach	Teachers of grades 3 - 5	January 2013	Lesson Plans	Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increased use of "think alouds" by the teacher using	Jr. Great Books	Title 1 Title 6	\$5,514.58
Intervention materials for Tier 2	FOCUS materials, Ladders to Success, Saxon Phonics	Textbook allocation Title 1 SAI Funds	\$6,000.00
Increased use of non-fiction trade books for independent reading in the classrooms	Scholastic's Non-fiction classroom cloections	Title 1 Title 6	\$2,714.80
Literature Centers	Listening Centers recordings and books	Title 6	\$2,102.44
Phonics Building	Making Words	Title 1	\$20.00
			Subtotal: \$16,351.82
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implement use of Earobics with selected students	Earobics	Title 1	\$2,165.80
			Subtotal: \$2,165.80
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of Common Core	32 Fantastic Reading and Math Centers to Support the Common Core State Standards	Title I	\$422.50
			Subtotal: \$422.50
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$18,940.12

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	63% (8) students will be proficient on the listening/speaking portion of the CELLA test.
2012 Current Percent of Students Proficient in listening/speaking:	
50% (8) students were proficient on the listening/speaking portion of the CELLA test.	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	English is not spoken at home.	Provide parents with information about Adult Education classes in English.	Amanda Todd	Increase home-school communication	Parent Conferences

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

CELLA Goal #2:

75% (8) students will be proficient on the reading portion of the CELLA test.

2012 Current Percent of Students Proficient in reading:

63% (8) students were proficient on the reading portion of the CELLA test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents unable to provide help at home.	Small intervention groups	Laura Stewart	Data Meetings	STAR

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

50% (8) students will be proficient on the writing portion of the CELLA test.

2012 Current Percent of Students Proficient in writing:

38% (8) students were proficient on the writing portion of the CELLA test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents unable to help provide help at home.	small group instruction	classroom teacher	Columbia Writes! scores	Columbia Writes!

CELLA Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

*End of CELLA Goals*



## Elementary School Mathematics Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	Seventy-five percent (75%) of students in grades 3 - 5 will score at or above a level 3 on the 2013 FCAT 2.0 Mathematics assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (136)	75% (148)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Truancy	Provide incentives for students with perfect attendance and reward classrooms with highest percentage of attendance	Principal Classroom Teachers	Review attendance reports to determine attendance percentage	20 Day Attendance reports
2	Parents lacking knowledge or resources to assist children with homework.	Provide parent workshops and access to parent resource room to help them meet the needs of children at home	CRT	participation percentages	sign-in sheets, documentation of the use of the parent resource room
3	Implementation of curriculum	Teachers observing other teachers while implementing the curriculum	CRT	Learning gains in progress monitoring and FCAT.	Performance Matters, FCAT
4	Students Mobility	By using the county adopted materials and the county wide pacing guides, students will not have gaps in curriculum when they transfer from school to school in the district.	Classroom Teachers/County teams for developing pacing guides	Learning gains in progress monitoring and FCAT.	Performance Matters, FCAT
5	Lack of comfort facilitating math centers in the classrooms.	Provide trainings for teachers and purchase resources and materials to help facilitate the implementation of centers.	CRT	Learning gains in progress monitoring and FCAT. Classroom observations.	Performance Matters, FCAT
6	Missing strategies needed to decipher information contained in word problems.	Provide training on daily Glue and Dos to practice using test taking strategies.	CRT	Learning gains in progress monitoring.	Performance Matters, FCAT.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	Forty percent (40%) of students in grades 3 - 5 will score at or above a level 4 on the 2013 FCAT 2.0 Mathematics assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (69)	40% (79)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Truancy	Provide incentives for students with perfect attendance and reward classrooms with highest percentage of attendance	Principal Classroom Teachers	Review attendance reports to determine attendance percentage	20 Day Attendance reports
2	Parents lacking knowledge or resources to assist children with homework	Provide parent workshops and access to parent resource room to help them meet the needs of children at home	CRT	participation percentages	sign-in sheets, documentation of the use of the parent resource room
3	Implementation of curriculum	Teachers observing other teachers while implementing the curriculum	CRT	Learning gains in progress monitoring and FCAT	Performance Matters, FCAT
4	Students Mobility	By using the county adopted materials and the county wide pacing guides, students will not have gaps in curriculum when they transfer from school to school in the district.	Classroom Teachers/County teams for developing pacing guides	Learning gains in progress monitoring and FCAT.	Performance Matters, FCAT
5	Lack of comfort facilitating math centers in the classrooms.	Provide trainings for teachers and purchase resources and materials to help facilitate the implementation of centers.	CRT	Learning gains in progress monitoring and FCAT. Classroom observations.	Performance Matters, FCAT
6	Missing strategies needed to decipher information contained in word problems.	Provide training on daily Glue and Dos to practice using test taking strategies.	CRT	Learning gains in progress monitoring and FCAT.	Performance Matters, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	Seventy percent (70%) of students in grades 4 & 5 will show learning gains as measured by the 2013 FCAT 2.0 Mathematics assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (88)	70% (81)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Truancy	Providing incentives for students with perfect attendance and rewarding classrooms with highest percentage of attendance	Principal Classroom Teachers	Review attendance reports to determine attendance percentage	20 Day Attendance reports
2	Parents lacking knowledge or resources to assist children with homework	Provide parent workshops and access to parent resource room to help them meet the needs of children at home	CRT	participation percentages	sign-in sheets, documentation of the use of the parent resource room
3	Implementation of curriculum	Teachers observing other teachers while implementing the curriculum	CRT	Learning gains in progress monitoring and FCAT	Performance Matters, FCAT
4	Students Mobility	By using the county adopted materials and the county wide pacing guides, students will not have gaps in curriculum when they transfer from school to school in the	Classroom Teachers/County teams for developing pacing guides	Learning gains in progress monitoring and FCAT.	Performance Matters, FCAT

		district.			
5	Lack of remediation materials	Use Accelerated Math and Brain Child	CRT	Learning gains in progress monitoring and FCAT	Performance Matters, STAR Math, FCAT
6	Lack of comfort facilitating math centers in the classrooms.	Provide trainings for teachers and purchase resources and materials to help facilitate the implementation of centers.	CRT	Learning gains in progress monitoring and FCAT	Performance Matters, FCAT
7	Missing strategies needed to decipher information contained in word problems.	Provide training on daily Glue and Dos to practice using test taking strategies.	CRT	Learning gains in progress monitoring and FCAT	Performance Matters, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal # 3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	Sixty-five percent (65%) of students in the lowest quartile, in grades 4 & 5 will show learning gains as measured by the 2013 FCAT 2.0 Mathematics assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% ( 20 )	65% ( 19 )

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Truancy	Providing incentives for students with perfect attendance and rewarding classrooms with highest percentage of attendance	Principal Classroom Teachers	Review attendance reports to determine attendance percentage	20 Day Attendance reports

2	Parents lacking knowledge or resources to assist children with homework.	Provide parent workshops and access to parent resource room to help them meet the needs of children at home	CRT	participation percentages	sign-in sheets, documentation of the use of the parent resource room
3	Implementation of curriculum	Teachers observing other teachers while implementing the curriculum	CRT	Learning gains in progress monitoring and FCAT.	Performance Matters, FCAT
4	Lack of remedial materials	Use Accelerated Math and Brain Child	CRT	Learning gains in progress monitoring and FCAT.	Performance Matters and FCAT
5	Lack of knowledge or understanding of basic math facts	Math Facts in a Flash	Classroom Teacher	Progress Monitoring	Timed facts tests weekly

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # In six years, Pinemount Elementary School will reduce their achievement gap by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Glue and Dos/ Decoding Math Word Problems	Gr. 3 - 5	CRT	Teachers of students in grades 3 - 5.	October 2012	Lesson plans, classroom walk-throughs and observations	Principal, CRT
Making Math Enjoyable with Games	Gr. K - 5	CRT	Teachers of students in grades K - 5.	October 2012	Lesson plans, classroom walk-throughs and observations	Principal, CRT

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Practice using test-taking strategies with Glue and Dos.	Go Math Assessment Books	Textbook Allocation Title 1	\$720.00
			Subtotal: \$720.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of Common Core	32 Fantastic Reading and Math Centers to Support the Common Core State Standards	Title I	\$422.50
			Subtotal: \$422.50
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Use games to increase basic math facts fluency, increase operations fluency, place value knowledge	Cheryl Cox Math games	Title 6	\$2,254.72
Help incorporate the use of math centers	Singapore Math Place Value Sets	Title VI	\$319.90
			Subtotal: \$2,574.62
			Grand Total: \$3,717.12

End of Mathematics Goals

## Elementary and Middle School Science Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal # 1a:	Eighty-five percent (85%) of students in grade 5 will score at or above a level 3 on the 2013 FCAT 2.0 Science assessment.

2012 Current Level of Performance:	2013 Expected Level of Performance:
80% ( 52 )	85% ( 43 )

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Truancy	Provide incentives for students with perfect attendance and reward classrooms with highest percentage of attendance	Principal Classroom Teachers	Review attendance reports to determine attendance percentage	20 Day Attendance reports
2	Parents lacking knowledge or resources to assist children with homework.	Provide parent workshops and access to parent resource room to help them meet the needs of children at home	CRT	participation percentages	sign-in sheets, documentation of the use of the parent resource room
3	Implementation of curriculum	Teachers observing other teachers while implementing the curriculum	CRT	Learning gains in progress monitoring and FCAT.	Performance Matters, FCAT
4	Lack of time for preparation of materials to facilitate lessons.	Team planning times to choose Loose in the Lab activities to reinforce science standards. Bins to put materials in for lessons that will then be labeled for ease of gathering necessary materials.	Classroom Teachers/CRT	Learning gains in progress monitoring.	Performance Matters Science Fair
5	Misunderstanding of the use of the Scientific Process	Provide a family PTO night to instruct what a science fair project will look like. Have a family work day for constructing projects. Mandatory science fair projects for Grades 3 - 5.	Classroom teachers/CRT/PTO	Learning gains in progress monitoring.	Performance Matters Science Fair

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment:  
Students scoring at Levels 4, 5, and 6 in science.  
  
Science Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	Thirty percent (30%) of students in grade 5 will score at or above a level 4 on the 2013 FCAT 2.0 Science assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26& (17)	30% ( 15 )

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Truancy	Provide incentives for students with perfect attendance and reward classrooms with highest percentage of attendance	Principal Classroom Teachers	Review attendance reports to determine attendance percentage	20 Day Attendance reports
2	Parents lacking knowledge or resources to assist children with homework	Provide parent workshops and access to parent resource room to help them meet the needs of children at home	CRT	participation percentages	sign-in sheets, documentation of the use of the parent resource room
3	Implementation of curriculum	Teachers observing other teachers while implementing the curriculum	CRT	Learning gains in progress monitoring and FCAT	Performance Matters, FCAT
4	Lack of time for preparation of materials to facilitate lessons.	Team planning times to choose Loose in the Lab activities to reinforce science standards. Bins to put materials in for lessons that will then be labeled for ease of gathering necessary materials.	Classroom Teachers/CRT	Learning gains in progress monitoring.	Performance Matters Science Fair
5	Misunderstanding of the use of the Scientific Process	Provide a family PTO night to instruct what a science fair project will look like. Have a family work day for constructing projects. Mandatory science fair projects for Grades 3 - 5.	Classroom teachers/CRT/PTO	Learning gains in progress monitoring.	Performance Matters Science Fair

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Loose in the Lab	Gr. K - 5	Bryce Hixon	School-Wide	August 2012	Lesson plans, classroom observations, pictures, sharing best practices	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporating science and technology	One year subscription to The Happy Scientist	Title I	\$20.00
			Subtotal: \$20.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$20.00

## Writing Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	Eighty-five percent (85%) of the students in 4th grade will score a 4.0 and higher in writing on FCAT Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
99% (78)	85% (56)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Struggling Writers	Provide struggling students with a hard copy of Mary Lewis writing samples and strategies  Provide struggling students with a Mary Lewis generated Writing Frame	Writing Committee CRT	Analyze Columbia Writes! scores and FCAT Writing scores	Columbia Writes! FCAT Writing
2	Struggling Writers	Pair stronger writers with struggling writers for tutoring and/or modeling.	Classroom teachers	Analyze Columbia Writes! scores and FCAT Writing scores	Columbia Writes! FCAT Writing

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

### Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Melissa Forney Writing Workshop	Grades K - 5	Melissa Forney	Teachers of grades K - 5	August 2012	Columbia Writes! FCAT Writing	CRT/Reading Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of Columbia Writes!	11 x 17 Paper	Title I	\$49.19
			Subtotal: \$49.19
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$49.19

End of Writing Goals

Attendance Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	The 2012/2013 attendance rate percentage will increase to 95%.  The number of students with unexcused absences in excess of 10 will be 12 or less.  The number of students with unexcused tardies/early dismissals will be 30 or less.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
92.6% (407)	95% (428 based on enrollment of 450)

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
19	12
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
42	30

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Spread of flu, other contagious illnesses, and head lice	PSA on morning news by school nurse to emphasize hand washing and how to prevent spreading of illnesses and lice  Sanitize clinic and classroom restrooms twice a day during outbreaks	Principal Data Processor Nurse Custodial Staff	Review attendance records at 20 day intervals	Attendance records
2	Lack of understanding about attendance policy	Remind parents of attendance policy through newsletter  Remind parents about written notes when dropping off tardy students; remind parents to obtain doctor's note if early dismissal	Principal Guidance Counselor	Review attendance records at 20 day intervals	Attendance records
3	Reliable transportation	Encourage parents to utilize school bus system  Monitor and counsel students with bus suspensions	Principal Guidance Counselor Teachers	Review attendance records at 20 day intervals	Attendance records

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Anti-Bullying Assembly	Power of One Presentation	School Improvement Funds	\$392.50
			Subtotal: \$392.50
			<b>Grand Total: \$392.50</b>

End of Attendance Goal(s)

## Suspension Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	During the 2012/2013 school year out-of-school suspensions will be less than five (5).
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
1	Less than 5
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1	Less than 5

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack an awareness/knowledge of behavioral expectations	Have classroom teachers spend two weeks at the beginning of school teaching the expectations for the classrooms, playground, sidewalks, cafeteria, and Media Center	Principal	Review office referrals	Discipline reports
2	Bullying Incidents	School-wide anti-bullying policy  Read age-appropriate trade book to classes about bullying, followed by discussion  Bring in appropriate assembly	Principal	Review bullying referrals	Bullying referrals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

Anti-Bullying Assembly	Power of One Presentation	School Improvement Funds	\$392.50
			Subtotal: \$392.50
			Grand Total: \$392.50

End of Suspension Goal(s)

## Parent Involvement Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Ninety percent (90%) of parents, with children enrolled during both FTE windows, will participate in at least 2 school activities during the 2012/2013 school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
86% ( 383 )	90% ( 409 )

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Childcare needed	Provide supervised childcare in a classroom near the activity location.	CRT Paraprofessionals Teachers	Monitoring of parental involvement percentages as represented by event sign-in sheets	Sign-in sheets Survey
2	Proper Notice of Events	Provide earlier notice of events through planners, purple communication folders, CCSD Call out program, school website, and school marquee	Teachers CRT Greenwald Knapp	Monitoring of parental involvement percentages as represented by event sign-in sheets	Sign-in sheets Survey
3	Poor Teacher Participation in afterschool events	PTO incentives for teacher attendance at afterschool events	PTO	Compare current and prior Sign-in Sheets	Sign-in Sheets
4	Home & School Connection, Math & Science Connection( Primary and intermediate editions)	Provide easy to read parenting tips and activities for parents to try with their children on topics ranging from study skills to learning games, math activities to science investigations.	CRT Classroom Teachers	Feedback from parents and students.	Survey
5	Motivation to Attend	Involve more students in programs and presentations Provide incentives for most classroom participation Survey parents to find out what kinds of programs they are interested in attending	CRT Classroom Teachers	Increased attendance Feedback from parents	Sign-in Sheets Evaluation Survey



Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Involvement Staff Training Module 1: The Importance of Parental Involvement	Gr. PK - 5	CRT	School-Wide	November 2012	Grade level brainstorm session of activities they can implement to support parents in each of the six types of parent involvement.	CRT
Parent Involvement Staff Training Module 4: Communicating and Working with Parents	Gr. PK - 5	CRT	School-Wide	January 2013	Examples of parent-friendly notices designed by the teacher.	CRT

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Monthly Newsletters	11 x 17 Paper	Title I	\$49.18
Displays for Student Work	8 1/2 x 11 display easels	Title I	\$132.45
Science Fair Boards as an Incentive to Attend PTO/Science Night	Science Fair Boards	Title I	\$324.00
Communication through student planners	Student Planners	Title I	\$1,295.00
Communication through weekly folders	Communication Folders	Title I	\$475.00
Subtotal:			\$2,275.63
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Grand Total:			\$2,275.63

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Ninety percent (90%(177)) of students in grades 3 - 5 will use technology to research, construct, and complete a science fair project.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited access of technology in the homes for students to utilize.	Provide times when technology lab can be utilized by parents and students to complete their projects.	CRT/Technology Teacher	Completed science fair projects	Science fair participation 5th Grade FCAT Science scores
2	Lack of knowledge of word processing software.	Tech lab training for students which focuses on the use of word processing software.	Technology Teacher	Completed science fair projects	Science fair participation

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using Technology to Create Graphs	Gr. 3 - 5	Bolkosky Knapp	Teachers of grades 3 - 5 students	October 2012	Pictures of graphs on science fair projects	Bolkosky

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Providing Science Fair Boards	Science Fair Boards	Title I	\$324.00
			Subtotal: \$324.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

Subtotal: \$0.00

Grand Total: \$324.00

*End of STEM Goal(s)*

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## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increased use of "think alouds" by the teacher using	Jr. Great Books	Title 1 Title 6	\$5,514.58
Reading	Intervention materials for Tier 2	FOCUS materials, Ladders to Success, Saxon Phonics	Textbook allocation Title 1 SAI Funds	\$6,000.00
Reading	Increased use of non-fiction trade books for independent reading in the classrooms	Scholastic's Non-fiction classroom clolections	Title 1 Title 6	\$2,714.80
Reading	Literature Centers	Listening Centers recordings and books	Title 6	\$2,102.44
Reading	Phonics Building	Making Words	Title 1	\$20.00
Mathematics	Practice using test-taking strategies with Glue and Dos.	Go Math Assessment Books	Textbook Allocation Title 1	\$720.00
Writing	Implementation of Columbia Writes!	11 x 17 Paper	Title I	\$49.19
Parent Involvement	Monthly Newsletters	11 x 17 Paper	Title I	\$49.18
Parent Involvement	Displays for Student Work	8 1/2 x 11 display easels	Title I	\$132.45
Parent Involvement	Science Fair Boards as an Incentive to Attend PTO/Science Night	Science Fair Boards	Title I	\$324.00
Parent Involvement	Communication through student planners	Student Planners	Title I	\$1,295.00
Parent Involvement	Communication through weekly folders	Communication Folders	Title I	\$475.00
STEM	Providing Science Fair Boards	Science Fair Boards	Title I	\$324.00
				Subtotal: \$19,720.64
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement use of Earobics with selected students	Earobics	Title 1	\$2,165.80
Science	Incorporating science and technology	One year subscription to The Happy Scientist	Title I	\$20.00
				Subtotal: \$2,185.80
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implementation of Common Core	32 Fantastic Reading and Math Centers to Support the Common Core State Standards	Title I	\$422.50
Mathematics	Implementation of Common Core	32 Fantastic Reading and Math Centers to Support the Common Core State Standards	Title I	\$422.50
				Subtotal: \$845.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Use games to increase basic math facts fluency, increase operations fluency, place value knowledge	Cheryl Cox Math games	Title 6	\$2,254.72
Mathematics	Help incorporate the use of math centers	Singapore Math Place Value Sets	Title VI	\$319.90
Attendance	Anti-Bullying Assembly	Power of One Presentation	School Improvement Funds	\$392.50
Suspension	Anti-Bullying Assembly	Power of One Presentation	School Improvement Funds	\$392.50

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school:  Yes  No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 8/31/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
We will be requesting the use of SAC funds to provide Pinemount students with a performing arts presentation on bullying. It will address physical bullying, exclusion bullying, and cyber bullying. This production will benefit children in grades K - 5. It will address the attendance and suspension components of our School Improvement Plan.	\$785.00

Describe the activities of the School Advisory Council for the upcoming year

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Columbia School District PINEMOUNT ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	81%	94%	66%	327	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	77%	59%			136	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	70% (YES)	73% (YES)			143	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					606	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Columbia School District PINEMOUNT ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	79%	86%	66%	315	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	66%			137	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	61% (YES)	63% (YES)			124	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					576	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested