

Duval County Public Schools

Pine Forest Elementary School



2016-17 Schoolwide Improvement Plan

Pine Forest Elementary School

3929 GRANT RD, Jacksonville, FL 32207

<http://www.duvalschools.org/pineforest>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	45%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	C	C

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Duval County School Board on 11/1/2016.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Pine Forest Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Pine Forest School of the Arts will provide all students with a rigorous arts and academic education to meet the high-quality levels of arts/academic expectations at the middle school level, while fostering each student's creative talent.

b. Provide the school's vision statement.

Pine Forest Elementary School of the Arts will become a world class elementary arts school, where every student prepares for lifelong involvement in the arts community.

2. School Environment

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

At the beginning of the school year, teachers did a review of the cumulative folders to acknowledge socioeconomic factors (free lunch, custody agreements, etc.), health issues, previous retention/promotion, etc. Two-way communication through planners, email, parent conferences and teacher websites are available throughout the year. Pine Forest is a dedicated magnet which eliminates much of the "revolving door" syndrome that happens in other elementary schools. Our population is fairly stable throughout the year, and from year to year, provides the opportunity for students to connect with former teachers, as well as the rest of the faculty. Another way relationships are built is through the six resource teachers. Through the study of the arts and PE, students are challenged outside the academic classroom and thought of as being part of the family at Pine Forest. A fairly stable resource faculty has given us the opportunity to teach many siblings and also the children of former students. This has created knowledge of family histories. Many cultures are represented at Pine Forest because of our magnet program. Students learn to respect other cultures as they bond together in the various classrooms.

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

Before school, there is a morning extended day run by the faculty of Pine Forest. Students are able to go to breakfast for free in the cafeteria and are monitored by a school monitor. The two morning intake holding areas (multipurpose room and primary hallway) are monitored by two teachers, as well as 5th grade patrols.

During the day, the outside doors are locked and visitors must check in and obtain a visitor badge if they are going in the hallway or to a classroom. Tardy students must be signed in by an adult. All classroom doors are locked. Volunteers are approved through the county and are given an ID. A school-wide CHAMPS system provides the teachers and students uniformity of expectations in the classroom and common gathering areas.

After school, at dismissal time, students are escorted and supervised by the faculty. Extended Day and Team-Up are two after-school options for students. There are also after-school performing arts programs offered including, Dance Ensemble, Art, Drama and Strings for students. These are taught by trained personnel. Students in these programs are signed out by adults each day.

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

CHAMPs is practiced in all classrooms. Each grade level has a common behavior management system that is age-appropriate for the grade level. Established protocols for behavior are changing district-wide. The district is implementing a Positive Behavior Plan that will be implemented at the individual school level with input from the staff. Class 1 Code of Conduct violations have specific interventions before a referral is written. New teachers are trained through the MINT program.

See the Positive Behavior Intervention Support Plan for school-wide and classroom-managed discipline plans.

d. 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.

Pine Forest has a full-time guidance counselor. She facilitates Second Step lessons, which is a program that addresses bullying and other social issues. The lessons are embedded during the Reading/Social Studies block and taught by the guidance counselor and/or the classroom teachers. The counselor also makes referrals for counseling to full service schools and meets with individual students and groups of students based on teacher, student or parent requests.

3. Early Warning Systems

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

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

Early Warning Signs are: Attendance- 5 absences in a 30 day period or 10 absences in a 90 day period and excessive tardies; Behavior- chronic behavior and disciplinary problems; and Academics- poor school performance in all academic areas Grades- U, N, D, F and below 60% or two or more grade levels below on district assessments and level 1 or 2 on state reading assessment.

At-risk students are identified during the regular analysis of student academic and behavioral data (e.g., absenteeism, grades, discipline) through tracking devices and a school-wide Response to Intervention (RtI) process. The school counselor monitors attendance daily to determine students who are on the path of chronic absences. Parents are contacted to make sure the absences are valid. She continues to monitor those students to ensure there are no recurrences.

Administrators and teachers monitor students' academic progress through various tracking devices (report cards, progress reports, daily assignments and school, district and state assessments). Teachers complete tracking forms and use observation checklists to monitor progress. Administrators monitor students' progress by meeting with teachers during weekly PLCs and quarterly data chats. Based on the information and data collected, interventions are provided (tutoring, modifying instruction, etc.) and students are referred for additional services, such as, hearing and vision testing and/or the RtI process, which involves the implementation, documentation and modification (if necessary) of interventions.

Discipline data is collected and tracked through the district's uniform referral and Code of Conduct, in addition to the behavior management system that is implemented in each classroom. Teachers meet and discuss students who are identified as at-risk and to determine next steps. This is an on-going process.

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

1. 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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	1	1	0	1	0	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	0	14	12	0	0	0	0	0	0	0	26

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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

There are many interventions that are in place to help increase struggling students' skills and scores in all academic subjects. Dedicated Rtl time is built into every teacher's schedule. This allows each teacher to work on specific skills and strategies daily in addition to regular core instruction. We have one full-time ESE teacher who push into the classroom to support instruction. These students are serviced in small groups and/ or one-on-one instruction. The general education classroom teacher and ESE teacher monitor instruction and collect data to plan and make adjustments as needed. Assessments are given to determine if the students are being successful with the interventions that are being implemented. After data is collected from the assessments, the lessons are differentiated based on the needs of the students. There are more opportunities given to re-teach a concept or provide more intensive instruction for each learner. This process is repeated, as necessary, for the continuous improvement of student learning.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

As a dedicated arts magnet school with students traveling from various areas of town, it is often difficult for parents to return to school for workshops planned by school staff. Daytime workshops are prohibitive as most of the parents work during these hours. it is important that parental workshops are combined and/or scheduled before/after other preferred events (i.e. orientation, student performances, Open House). In order to encourage participation in parent events, the school will offer

incentives for attendance, including the following: door prizes, snacks, class incentives, and homework passes.

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

Pine Forest's process for building and sustaining partnerships with the community is a collaborative interaction between educators and families in activities that promote student learning and positive youth development at home, in school, and in the community, including but not limited to regular, two-way, and meaningful communication between parents and school personnel; outreach to families; parent education; volunteering; school decision making; and advocacy.

Staff, parents, and community members of Pine Forest sustain the partnerships by working toward the following goals:

~School staff shall strive to work with family and community volunteers in the school in ways that are beneficial to students (Quarterly Parent-Teacher Data Chats);

~We shall ensure that families have access to a description and explanation of the curriculum in use at the school, the different forms of assessment used to measure and track student progress, the proficiency levels students are expected to meet, training, and community resources available to parents to work with their children to improve student learning and positive child and youth development (Quarterly Parent-Teacher Data Chats, Parent Nights for each subject area, Family Literacy Night);

~We are dedicated to inviting and encouraging all family members to attend regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children (School Advisory Council, PTA, Friends of Pine Forest Foundation);

~We will coordinate parent and family engagement opportunities with community-based organizations (Green Apple Day of Service Project, Community Nutcracker, LaVilla Orchestra Concert, Douglas Anderson Childrens Dance Concert).

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Jackson, Stephanie	Principal
Momberg, Sarah	Teacher, K-12
Smith, Rachel	Teacher, K-12
Gibson, Melanie	Teacher, K-12
Piltz, Lori	Teacher, K-12
Reasonover, Lori	Instructional Coach
Wester, Mary	Teacher, K-12
Watson, Melissa	Teacher, K-12
Rivera, Melissa	Assistant Principal

b. Duties

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

The school-based Leadership Team leads the faculty in a review of the data and, with input from building instructional teams and PLC's, assists in developing the initial draft of the School Improvement Plan. A draft of the SIP is then presented to the School Advisory Council for review and recommendations. The Leadership Team then finalizes the plan.

The School Improvement Plan becomes the guiding document for monitoring the progress toward school goals. The Leadership Team regularly revises and updates the plan as the needs of students shift throughout the school year. The plan includes a formal review process, which demonstrates how the school has used RtI to inform instruction and how mid-course adjustments are made as data is analyzed.

The assignments of the school-based leadership team members are:

Mrs. Jackson, the principal, provides a common vision for the school, uses data-based decision making, ensures that the school's instructional staff is using Florida Standards for instruction and assessment, and that all classrooms have a system for differentiated instruction. Additionally, the principal conducts assessment of the school-based RtI system, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Mrs. Rivera, the Assistant Principal, leads and evaluates school core content standards and programs. In addition, she identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole-school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Teachers: Robin Momberg, Rachel Smith, Melanie Gibson, Mary Wester, and Melissa Watson serve as lead teachers in Literacy, Math, Science, Writing, and the Arts. They attend district trainings on newly adopted initiatives and provide professional development through modeling, collaborative planning, and workshops during weekly PLCs and early dismissal days. The teacher leaders also serve as mentors, assist in focus walks, and provide valuable feedback to administrators about teacher needs.

Lori Piltz serves as the professional development facilitator for the school and supports new teachers with implementation of curriculum and classroom management.

Lori Reasonover, the instructional coach, helps support teachers in the implementation of curriculum across grade levels in order to ensure student learning is being sustained and improved.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Leadership team meets monthly. The focus of meetings is on the following:

- Defining criteria for student achievement across the content areas.
- Analyzing on-going assessment data sources.
- Monitoring and analyzing data from monthly progress monitoring notebooks.
- Strategizing classroom and/or school interventions and strategies for those students who do not meet

achievement criteria.

- Examining relevant evidence of achievement, such as assessment data from Achieve 3000, DAR, iReady, Curriculum Guide Assessments, running records, teacher-created assessments, and diagnostic testing.

The team engages in review of universal screening data and link to instructional decisions and the review of progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team determines what professional development and resources are necessary for better meeting the needs of students. The team collaborates regularly, engages in problem-solving, shares effective practices, evaluates effectiveness of intervention implementation, makes decisions as to necessary adjustments in interventions, and practices new processes and skills necessary to monitor and adjust Tier II and Tier III Interventions. The team facilitates the process of building consensus and making decisions about Rtl implementation.

In addition to the oversight work of the Rtl Leadership Team, other building leadership and instructional teams (such as professional learning communities, vertical learning communities, grade-level teams, and/or content-specific teams) carry the work forward with individual and smaller groups of students. This academic and behavioral work includes the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 3 (supplemental instruction/intensive intervention):

- Identifying and analyzing systematic patterns of student needs
- Identifying appropriate evidence-based differentiation and intervention strategies
- Implementing and overseeing progress monitoring
- Analyzing progress monitoring data
- Problem solving
- Determining next steps

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Marlo Zarka	Business/Community
Stephanie Jackson	Principal
Johna Mattiace	Teacher
Valarie Williams	Education Support Employee
Cristina Parcell	Parent
Denise Valaer	Teacher
Hilda Ettetdgui	Parent
Stacey Henderson	Parent
Michael Whelan	Parent
MaryLynn Kirkland	Parent
Scott Smith	Parent
Rezell Carbert	Parent
Dawn Lovejoy	Parent
Aunterial Wynn	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC will engage in the following for the purpose of evaluating the 14-15 school improvement plan:

- 1) Review the the SIP Goals and Details pages
- 2) Identify what goals have been met and those that need to be revisited
- 3) Conduct causal analysis of goals that were not met; identify needs based on analysis
- 3) Plan with teachers to engage in the 8-step process for developing new goals based on needs identified

b. Development of this school improvement plan

SAC will review school performance data and assist in determining the cause of declining performance. SAC will also provide input on the development and monitoring of the 2016-2017 School Improvement Plan.

c. Preparation of the school's annual budget and plan

The SAC will play an active role in helping to establish remediation and enrichment safety net programs for the students at Pine Forest. Each budget item identified will align with the student achievement goals outlined in the School Improvement Plan.

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

School improvement funds were used to purchase Reading intervention materials from Curriculum Associates.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Jackson, Stephanie	Principal
Momberg, Sarah	Teacher, K-12
Mattiace, Johna	Teacher, K-12
Bent, Nancy	School Counselor
Reasonover, Lori	Instructional Coach
Rivera, Melissa	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

- ~Identify ongoing professional development needs/opportunities for teachers to ensure that tasks, activities, and assessments meet the cognitive complexity of the Florida Standards.
- ~Assist in the process of aligning test specifications (through common planning and PLCs) with literacy standards in grades K-5
- ~A member of the LLT participates on the Rtl committee meetings monthly
- ~Assess and align faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our school.

Our main goal is to continuously address the instructional rigor and alignment to current reading demands in our core curriculum and the manner in which tiered instruction is being delivered across content areas and grade levels to provide next steps for improving the academic achievement of all of our students.

D. Public and Collaborative Teaching

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

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

Dedicating time for grade-level meetings, common planning, professional learning communities (PLCs), and vertical learning communities (VLCs) is built in to the master schedule for Pine Forest teachers. During these meetings, teachers are given the opportunity to collaborate with colleagues for the purpose of developing common lessons, establishing common systems for remediation and interventions, and analyzing student assessment data. In addition, teachers were offered a choice of what school-based committees and VLCs they wanted to participate in. There are only two non-negotiables for these committees and VLCs: Collaboration during these meetings must help teachers put what they learn into action, and they must provide an emotionally safe place where teachers are free to take professional risks.

The newly-adopted job-embedded professional development model allows teachers to serve as each others' main resource for learning, making successful collaboration key to professional growth. The job-embedded professional learning/development at Pine Forest looks like:

PLCs: Teacher collaboration meetings to analyze classroom practice, learn new instructional strategies and tactics, field-test them in the classroom and report the results to each other.

~Teacher observations: Frequent observations by a peer linked with deep conversations about the art and craft of teaching that takes one's practice to a higher level of performance.

~Coaching: A peer that provides ongoing consistent follow-up with teachers by way of demonstrations, observations, and conversations as teachers implement new strategies and knowledge.

~Mentoring: A peer support relationship with a new teacher in real-time classroom support to increase teacher effectiveness with instruction and classroom best practices.

~Examining student work: A process that enables teachers to develop common understanding of quality student work, identify student misconceptions and evaluate their teaching methods.

~Data teams and assessment development: Teachers who meet together and analyze results for standardized tests or teacher-created assessments and use the evidence to determine teaching strategies that will improve student achievement

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

The school's strategies to recruit highly qualified teachers involve the following:

- Attractive website highlighting school achievement and involvement in the arts community.
- Communication with district office to inquire about highly qualified applicants to fill vacancies.
- Extracurricular community involvement.

The school's strategies for retaining highly qualified teachers involve the following:

- Provide differentiated professional development, as outlined by CAST observation/feedback.
- Assign all new teachers a mentor with experience/specialization in their particular subject area/grade level.
- Provide peer support and lesson study opportunities.
- Develop teacher leaders within the school.

The individuals responsible for implementation of recruitment and retention strategies are the Principal and Assistant Principal.

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

The school's teacher mentoring program/plan involves the following planned mentoring activities:

- Daily and/or weekly meetings to review past and current lesson plans.
- Provide individualized, ongoing assistance with lesson planning and all aspects of classroom management
- Weekly monitoring of lesson plans to ensure they are current and aligned with learning schedules and curricula, include appropriate classroom management strategies, and involve the utilization of appropriate supports and differentiated instructional strategies.

Mrs. Nielsen (1st year teaching): Mrs. Reasonover will provide assistance with lesson planning, familiarization with curriculum, behavior management strategies, time management, and successful completion of the MINT program.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Job-embedded professional development is the basis for the implementation of core instructional programs at Pine Forest. Teachers are provided differentiated professional learning opportunities focused on unpacking of a content standards and developing activities/tasks aligned with the appropriate complexity. Florida Standards Assessment (FSA) Test Item Specifications are utilized during common planning to guide teachers development of learning activities/tasks, questions for discussion, and assessments.

The implementation of district-approved curriculum and supplemental materials is monitored and evaluated by the Principal and Assistant Principal.

b. Instructional Strategies

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

Differentiated instruction is a strategy that is implemented at Pine Forest Elementary to meet the needs of all learners. All teachers use this strategy to reach our students who are of diverse cultures, learning styles, and academic challenges. We have implemented the following to ensure the needs of all our students are being met.

1. Pace of Instruction: This allows struggling students to receive additional time on assignments and

assessments. Our more advance learners amount of depth is increased and they move at a faster pace.

2. Ability-Based Lessons and Activities: Provide step-by-step instructions, repeat information when needed, and students are given fewer questions or tasks.

3. Student Interest: Assignments are given on real world experiences and personal life hobbies.

4. Gifted Learners: For our more advanced learners, they are given more complex texts and tasks. They are also given more independent projects.

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

Strategy: After School Program

Minutes added to school year: 48,600

During the PM Extended Day Program, students are given additional time to work on computer-based academic programs and are provided enrichment activities by a certified teacher.

Strategy Rationale

Structured after-school programs can boost academic performance, reduce risky behaviors, promote physical health, and provide a safe, structured environment for the children of working parents.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Moore, Debra, moored4@duvalschools.org

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

Students involved in this program are tracked monthly using data from assessments, online computer programs and classroom grades. Students are monitored and grouped accordingly to determine if the program is having a positive impact on their academic performance.

Strategy: After School Program

Minutes added to school year: 29,100

TEAM UP is a quality, free after school program that provides a safe environment where students are encouraged and motivated to succeed in both their academic and enrichment activities. The program focuses on six core areas – academic enrichment, sports and recreation, life skills, cultural enrichment, parental involvement and community service.

Strategy Rationale

Structured after-school programs can boost academic performance, reduce risky behaviors, promote physical health, and provide a safe, structured environment for the children of working parents.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Jackson, Stephanie, gomezs1@duvalschools.org

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

Students involved in this program are tracked monthly using data from assessments, online computer programs and classroom grades. Students are monitored and grouped accordingly to determine if the program is having a positive impact on their academic performance.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

All Kindergarten teachers will administer FLKRS and ECHOS assessments to formally and informally assess students' literacy skill sets. During the first quarter of the school year, Kindergarten teachers will consistently establish classroom/school rituals and routines to maximize academic learning and social growth. Kindergarten teachers will administer district baseline assessments to determine readiness and to differentiate student learning within the context of the classroom.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

Problem #1- The lowest performing students are not making growth in math.

Problem #2- Sixty percent or less of our students met or exceeding grade-level expectations on district assessments (iReady and Achieve 3000).

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers increase the effectiveness of differentiated instruction that supports individualized student learning, then there will be an increase in student achievement.
- G2.** If all teachers implement. standards-aligned instruction based on the instructional shifts, then student achievement will increase.
- G3.** If Arts and Academic teachers, authentically collaborate to enhance arts integration school-wide, then student achievement will increase.

Strategic Goals Detail

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

G1. If teachers increase the effectiveness of differentiated instruction that supports individualized student learning, then there will be an increase in student achievement. 1a

G086356

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Teachers' lack of content knowledge and standards knowledge.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Research-based center resources and materials
- Weekly common planning opportunities
- School-based Instructional Coach
- Blending Learning platforms (iReady, Achieve 3000)
- Job-embedded professional development opportunities

Plan to Monitor Progress Toward G1. 8

The principal, assistant principal, instructional coach, and district specialists will conduct lesson observations and analyze student work and assessment data to monitor how well mathematics instruction meets the needs of individual and small groups of students.

Person Responsible

Stephanie Jackson

Schedule

Weekly, from 11/7/2016 to 5/12/2017

Evidence of Completion

Classroom observation data; lesson plans; student work samples/portfolios; and student assessment data

G2. If all teachers implement standards-aligned instruction based on the instructional shifts, then student achievement will increase. 1a

G086357

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0
FSA Mathematics Achievement	75.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge to vertically align standards and content

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaching Support
- Item Specifications
- Virtual Common Planning
- Virtual Early Release Professional Development
- Bi-weekly Vertical Learning Community meetings

Plan to Monitor Progress Toward G2. 8

Administrators will conduct quarterly data chats with teachers to discuss student performance data. The goal is to increase students' proficiency of reading and math standards.

Person Responsible

Stephanie Jackson

Schedule

Quarterly, from 10/31/2016 to 5/19/2017

Evidence of Completion

Increased student performance on standardized tests, district-based assessments, and blended learning platforms.

G3. If Arts and Academic teachers, authentically collaborate to enhance arts integration school-wide, then student achievement will increase. 1a

G086358

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0
FSA Mathematics Achievement	75.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of academic concepts and standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development focused on core curriculum for Arts teachers
- Weekly common planning for Arts department
- Instructional coaching support
- Access to Blackboard for academic content

Plan to Monitor Progress Toward G3. 8

Classroom observation data, with a specific focus on student engagement and academic content being integrated, will be gathered and analyzed weekly.

Person Responsible

Melissa Rivera

Schedule

Weekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Lesson plans; classroom observation data; and student achievement data

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If teachers increase the effectiveness of differentiated instruction that supports individualized student learning, then there will be an increase in student achievement. **1**

 G086356

G1.B2 Teachers' lack of content knowledge and standards knowledge. **2**

 B229471

G1.B2.S1 Teachers will participate in job-embedded professional development focused on Response to Intervention, specifically data-based decision making, resources and materials, and progress monitoring.

4

 S242071

Strategy Rationale

Increasing teachers' knowledge of effective progress monitoring and data-based decision making can improve their practice of using instructional strategies that constantly measure a student's progress to determine the effectiveness of the strategies.

Action Step 1 **5**

Teachers will participate in vertical learning communities, virtual professional development sessions, weekly common planning, and coaching cycles to identify the most appropriate resources for daily literacy and math center lessons and/or practice activities.

Person Responsible

Stephanie Jackson

Schedule

Weekly, from 9/6/2016 to 5/25/2017

Evidence of Completion

Common planning meeting minutes Lesson plans Differentiated center lessons and activities Data tracking forms/student data Classroom observations

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Focus walks will be conducted bi-weekly to monitor the implementation of differentiated instruction, tasks/activities, and assessments.

Person Responsible

Stephanie Jackson

Schedule

Biweekly, from 10/7/2016 to 5/25/2017

Evidence of Completion

Differentiated lesson plans Observation data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The administrators and instructional coach will conduct data chats with teachers every 6 weeks to monitor the effectiveness of differentiated instruction.

Person Responsible

Stephanie Jackson

Schedule

Weekly, from 10/7/2016 to 5/25/2017

Evidence of Completion

Student performance data Completed data analysis templates

G1.B2.S2 Lead Math teacher and Instructional Coach will attend annual Florida Council of Teachers of Mathematics conference. 4

S242072

Strategy Rationale

Participants will gain a deeper understanding of how to differentiate math instruction using evidenced-based strategies and hands-on activities, and be able to provide school-based professional development.

Action Step 1 5

Instructional Coach and Lead Math Teacher will attend the 64th annual Florida Council of Teachers of Mathematics conference.

Person Responsible

Lori Reasonover

Schedule

Daily, from 10/20/2016 to 10/22/2016

Evidence of Completion

Written reflections of professional development opportunity; Plan to provide differentiated, school-based professional development to all mathematics teachers.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Administrators will attend all school-based mathematics professional development sessions.

Person Responsible

Stephanie Jackson

Schedule

Biweekly, from 11/2/2016 to 4/26/2017

Evidence of Completion

Exit tickets completed by teachers who attend each session; and PD surveys completed by teachers

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

The administrators will monitor mathematics instruction and analyze student assessment data to determine whether the professional development was effective or not.

Person Responsible

Stephanie Jackson

Schedule

Weekly, from 11/7/2016 to 5/12/2017

Evidence of Completion

Lesson plans; classroom observation data; student work samples; and student assessment data

G2. If all teachers implement standards-aligned instruction based on the instructional shifts, then student achievement will increase. 1

G086357

G2.B2 Lack of teacher knowledge to vertically align standards and content 2

B229477

G2.B2.S1 Increase opportunities for collaboration among all grade levels. 4

S242077

Strategy Rationale

Florida standards build on one another from grade level to grade level. Teacher must be able to identify prerequisite skills in order to target the needs of students with skills deficits.

Action Step 1 5

Teachers will participate in by weekly Vertical Learning Community planning sessions.

Person Responsible

Stephanie Jackson

Schedule

Biweekly, from 9/8/2016 to 6/2/2017

Evidence of Completion

Meeting minutes; note-taking guides; lesson plans; and vertical instructional alignment charts for individual standards.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

The Instructional Implementation Team will facilitate these planning sessions to ensure fidelity to the planning process.

Person Responsible

Stephanie Jackson

Schedule

Biweekly, from 9/22/2016 to 6/2/2017

Evidence of Completion

Meeting minutes; lesson plans; note-taking guides; completed vertical instructional alignment charts; and completed data analysis documents

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Classroom observations will be conducted to monitor instruction of standards-based curriculum.

Person Responsible

Stephanie Jackson

Schedule

Weekly, from 9/8/2016 to 6/2/2017

Evidence of Completion

Lesson plans; observation data; student work samples; and student assessment data

G3. If Arts and Academic teachers, authentically collaborate to enhance arts integration school-wide, then student achievement will increase. 1

G086358

G3.B1 Lack of knowledge of academic concepts and standards. 2

B229479

G3.B1.S1 Increase opportunities for the Arts department to work collaboratively to create arts-focused lessons that reinforces the concepts taught in core academic classes. 4

S242079

Strategy Rationale

More opportunities to incorporate arts-integrated lessons will increase student engagement and allow student success for all learners.

Action Step 1 5

Arts teachers will be provided with school and district training focused on arts integration.

Person Responsible

Melissa Rivera

Schedule

Monthly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Lesson plans and classroom observations will document outcomes of these sessions.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

The administration will review lesson plans on a weekly basis to determine if lessons incorporate arts-focused approaches to address concepts aligned with the curriculum and/or standards for specific grade-levels.

Person Responsible

Melissa Rivera

Schedule

Weekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Lesson plans and classroom observation data

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

The administration will collaborate with arts and academic teachers to review observation data to determine academic achievement improves.

Person Responsible

Melissa Rivera

Schedule

Weekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Classroom bserveation data and student performance data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S2.A1 A313325	Instructional Coach and Lead Math Teacher will attend the 64th annual Florida Council of Teachers...	Reasonover, Lori	10/20/2016	Written reflections of professional development opportunity; Plan to provide differentiated, school-based professional development to all mathematics teachers.	10/22/2016 daily
G1.B2.S2.MA1 M323260	Administrators will attend all school-based mathematics professional development sessions.	Jackson, Stephanie	11/2/2016	Exit tickets completed by teachers who attend each session; and PD surveys completed by teachers	4/26/2017 biweekly
G1.MA1 M323261	The principal, assistant principal, instructional coach, and district specialists will conduct...	Jackson, Stephanie	11/7/2016	Classroom observation data; lesson plans; student work samples/portfolios; and student assessment data	5/12/2017 weekly
G1.B2.S2.MA1 M323259	The administrators will monitor mathematics instruction and analyze student assessment data to...	Jackson, Stephanie	11/7/2016	Lesson plans; classroom observation data; student work samples; and student assessment data	5/12/2017 weekly
G2.MA1 M323270	Administrators will conduct quarterly data chats with teachers to discuss student performance data....	Jackson, Stephanie	10/31/2016	Increased student performance on standardized tests, district-based assessments, and blended learning platforms.	5/19/2017 quarterly
G1.B2.S1.MA1 M323257	The administrators and instructional coach will conduct data chats with teachers every 6 weeks to...	Jackson, Stephanie	10/7/2016	Student performance data Completed data analysis templates	5/25/2017 weekly
G1.B2.S1.MA1 M323258	Focus walks will be conducted bi-weekly to monitor the implementation of differentiated...	Jackson, Stephanie	10/7/2016	Differentiated lesson plans Observation data	5/25/2017 biweekly
G1.B2.S1.A1 A313324	Teachers will participate in vertical learning communities, virtual professional development...	Jackson, Stephanie	9/6/2016	Common planning meeting minutes Lesson plans Differentiated center lessons and activities Data tracking forms/student data Classroom observations	5/25/2017 weekly
G3.MA1 M323273	Classroom observation data, with a specific focus on student engagement and academic content being...	Rivera, Melissa	9/6/2016	Lesson plans; classroom observation data; and student achievement data	6/2/2017 weekly
G2.B2.S1.MA1 M323266	Classroom observations will be conducted to monitor instruction of standards-based curriculum.	Jackson, Stephanie	9/8/2016	Lesson plans; observation data; student work samples; and student assessment data	6/2/2017 weekly
G2.B2.S1.MA1 M323267	The Instructional Implementation Team will facilitate these planning sessions to ensure fidelity to...	Jackson, Stephanie	9/22/2016	Meeting minutes; lesson plans; note-taking guides; completed vertical instructional alignment charts; and completed data analysis documents	6/2/2017 biweekly
G2.B2.S1.A1 A313330	Teachers will participate in by weekly Vertical Learning Community planning sessions.	Jackson, Stephanie	9/8/2016	Meeting minutes; note-taking guides; lesson plans; and vertical instructional alignment charts for individual standards.	6/2/2017 biweekly
G3.B1.S1.MA1 M323271	The administration will collaborate with arts and academic teachers to review observation data to...	Rivera, Melissa	9/6/2016	Classroom bserveation data and student performance data	6/2/2017 weekly
G3.B1.S1.MA1 M323272	The administration will review lesson plans on a weekly basis to determine if lessons incorporate...	Rivera, Melissa	9/6/2016	Lesson plans and classroom observation data	6/2/2017 weekly
G3.B1.S1.A1 A313334	Arts teachers will be provided with school and district training focused on arts integration.	Rivera, Melissa	9/6/2016	Lesson plans and classroom observations will document outcomes of these sessions.	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. If teachers increase the effectiveness of differentiated instruction that supports individualized student learning, then there will be an increase in student achievement.

G1.B2 Teachers' lack of content knowledge and standards knowledge.

G1.B2.S2 Lead Math teacher and Instructional Coach will attend annual Florida Council of Teachers of Mathematics conference.

PD Opportunity 1

Instructional Coach and Lead Math Teacher will attend the 64th annual Florida Council of Teachers of Mathematics conference.

Facilitator

Florida Council of Teachers of Mathematics

Participants

Instructional Coach and Lead Math Teacher

Schedule

Daily, from 10/20/2016 to 10/22/2016

G3. If Arts and Academic teachers, authentically collaborate to enhance arts integration school-wide, then student achievement will increase.

G3.B1 Lack of knowledge of academic concepts and standards.

G3.B1.S1 Increase opportunities for the Arts department to work collaboratively to create arts-focused lessons that reinforces the concepts taught in core academic classes.

PD Opportunity 1

Arts teachers will be provided with school and district training focused on arts integration.

Facilitator

Melissa Rivera

Participants

Arts Department

Schedule

Monthly, from 9/6/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Teachers will participate in vertical learning communities, virtual professional development sessions, weekly common planning, and coaching cycles to identify the most appropriate resources for daily literacy and math center lessons and/or practice activities.				\$0.00
2	G1.B2.S2.A1	Instructional Coach and Lead Math Teacher will attend the 64th annual Florida Council of Teachers of Mathematics conference.				\$670.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	0000	120-Classroom Teachers	1591 - Pine Forest Elementary School	School Improvement Funds		\$670.00
			Notes: Registration Fee per teacher is \$110. Hotel costs are approximately \$450 for the duration of the conference (3 days)			
3	G2.B2.S1.A1	Teachers will participate in by weekly Vertical Learning Community planning sessions.				\$0.00
4	G3.B1.S1.A1	Arts teachers will be provided with school and district training focused on arts integration.				\$0.00
					Total:	\$670.00