

Duval County Public Schools

Pine Estates Elementary School



2020-21 Schoolwide Improvement Plan

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Pine Estates Elementary School

10741 PINE ESTATES RD E, Jacksonville, FL 32218

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

Demographics

Principal: Michelle Quarles L

Start Date for this Principal: 5/26/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* Economically Disadvantaged Students
School Grades History	2018-19: D (33%) 2017-18: C (47%) 2016-17: C (46%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Pine Estates Elementary School

10741 PINE ESTATES RD E, Jacksonville, FL 32218

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	C

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SIP Authority

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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. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Pine Estates Elementary School in partnership with families and the community will provide quality educational opportunities that will inspire students to learn while motivating them to become life-long learners.

Provide the school's vision statement.

The faculty and staff of Pine Estates Elementary School are committed to providing a safe and nurturing environment where all students can meet or exceed academic standards.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Quarles, Michelle	Principal	Provides a common vision and mission for Pine Estates Elementary School through the use of data based decision-making; ensures that the school-based team is implementing a Multi-Tiered System of Supports and research based interventions, conducts on-going monitoring and assessment of the RTI process and skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support a Multi-Tiered System of Supports and RTI implementation; and communicates with parents regarding school-based Safety Nets, RTI plans and activities.
Hill, LaSha	Assistant Principal	Supports a common vision for the use of data based decision-making; monitors the school-based team to ensure that a Multi-Tiered System of Supports and RTI is implemented; conducts assessment of RTI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support a Multi-Tiered System of Supports and RTI implementation; and communicates with parents regarding school-based Safety Nets, RTI plans and activities.
Morgan, Sheila	Teacher, K-12	Reading Coach – Provides explicit instructional support in the area of language arts for teachers and students falling within the Lowest Performing Quartile or scoring a level 1 or 2 on the FSA ELA Assessment through the following: facilitating PLC meetings, analyzing data, lesson planning, development of curriculum, instruction and assessments, pushing-in to classes, supporting the implementation of small group language arts instruction.
Brown, Viveca	Teacher, K-12	Reading Interventionist – Provides explicit instructional support in the area of reading for students falling below grade level, within the Bottom Quartile or scoring a level 1 or 2 on the FSA ELA Assessment through the following: pushing-in to classes, facilitating small group/guided reading instruction, and pull-out instruction to provide an additional 30 minutes of daily remediation in reading. The Reading Interventionist will work to increase proficiency and achievement with students not meeting mastery in reading.
Hentish, Simone	School Counselor	Supports a common vision for the use of data based decision-making; serves as the LEA and facilitates the school-based team to ensure that a Multi-Tiered System of Supports and RTI is implemented with fidelity; supports staff with the implementation of RTI strategies, ensures implementation of intervention support and documentation requirements; assist with professional development to support a Multi-Tiered System of Supports and RTI implementation; and communicates with parents regarding school based Safety Nets, RTI plans and activities. Facilitates the and assists with the implementation of character education, bully prevention, restorative practices, and problem solving skills to support student needs.

Name	Title	Job Duties and Responsibilities
	Teacher, K-12	Math Coach – Provides explicit instructional support in the area of math for teachers and students falling within the Lowest Performing Quartile or scoring a level 1 or 2 on the FSA Math Assessment through the following: facilitating PLC meetings, analyzing data, lesson planning, development of curriculum, instruction and assessments, pushing-in to classes, supporting the implementation of small group math instruction.
Atwater, Taneshia	Teacher, K-12	Math Interventionist – Provides explicit instructional support in the area of math for students falling below grade level, within the Bottom Quartile or score a level 1 or 2 on the FSA Math Assessment through the following: pushing-in to classes, facilitating small group/guided reading instruction, and pull-out instruction to provide an additional 30 minutes of daily remediation in math. The Math Interventionist will work to increase proficiency and achievement with students not meeting mastery in math.

Demographic Information

Principal start date

Tuesday 5/26/2020, Michelle Quarles L

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

14

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%

<p>2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)</p>	<p>Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* Economically Disadvantaged Students</p>
<p>School Grades History</p>	<p>2018-19: D (33%) 2017-18: C (47%) 2016-17: C (46%) 2015-16: C (51%)</p>
<p>2019-20 School Improvement (SI) Information*</p>	
<p>SI Region</p>	<p>Northeast</p>
<p>Regional Executive Director</p>	<p>Cassandra Brusca</p>
<p>Turnaround Option/Cycle</p>	<p>N/A</p>
<p>Year</p>	
<p>Support Tier</p>	
<p>ESSA Status</p>	<p>CS&I</p>
<p>* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.</p>	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	25	48	30	43	44	32	0	0	0	0	0	0	0	222
Attendance below 90 percent	6	20	5	11	19	16	0	0	0	0	0	0	0	77
One or more suspensions	4	1	1	2	1	4	0	0	0	0	0	0	0	13
Course failure in ELA	2	1	0	0	0	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 6/30/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	49	44	47	46	32	40	0	0	0	0	0	0	0	258
Attendance below 90 percent	26	13	14	18	8	8	0	0	0	0	0	0	0	87
One or more suspensions	2	2	3	2	1	1	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	0	1	3	1	0	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	16	19	20	0	0	0	0	0	0	0	55

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	2	0	11	12	0	0	0	0	0	0	0	26

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	2	0	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	2	2	0	0	0	0	0	0	0	4

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	49	44	47	46	32	40	0	0	0	0	0	0	0	258
Attendance below 90 percent	26	13	14	18	8	8	0	0	0	0	0	0	0	87
One or more suspensions	2	2	3	2	1	1	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	0	1	3	1	0	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	16	19	20	0	0	0	0	0	0	0	55

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	0	2	0	11	12	0	0	0	0	0	0	0	26

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	2	2	0	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	2	2	0	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	33%	50%	57%	40%	49%	55%
ELA Learning Gains	47%	56%	58%	54%	56%	57%
ELA Lowest 25th Percentile	47%	50%	53%	44%	54%	52%
Math Achievement	32%	62%	63%	52%	62%	61%
Math Learning Gains	27%	63%	62%	63%	63%	61%
Math Lowest 25th Percentile	36%	52%	51%	41%	54%	51%
Science Achievement	11%	48%	53%	25%	50%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	35%	51%	-16%	58%	-23%
	2018	15%	50%	-35%	57%	-42%
Same Grade Comparison		20%				
Cohort Comparison						
04	2019	31%	52%	-21%	58%	-27%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	24%	49%	-25%	56%	-32%
Same Grade Comparison		7%				
Cohort Comparison		16%				
05	2019	33%	50%	-17%	56%	-23%
	2018	52%	51%	1%	55%	-3%
Same Grade Comparison		-19%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	43%	61%	-18%	62%	-19%
	2018	42%	59%	-17%	62%	-20%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	31%	64%	-33%	64%	-33%
	2018	47%	60%	-13%	62%	-15%
Same Grade Comparison		-16%				
Cohort Comparison		-11%				
05	2019	21%	57%	-36%	60%	-39%
	2018	47%	61%	-14%	61%	-14%
Same Grade Comparison		-26%				
Cohort Comparison		-26%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	15%	49%	-34%	53%	-38%
	2018	48%	56%	-8%	55%	-7%
Same Grade Comparison		-33%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	57		16	18						
BLK	29	44	50	27	27	33	6				
FRL	33	42	45	32	22	30	10				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	9	40		11	23						
BLK	29	48	44	44	49	56	36				
WHT	38			50							
FRL	33	51	44	49	49	47	48				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	43		11	29						
BLK	41	57	46	48	63	40	26				
WHT	36			50							
FRL	40	53	50	53	66	50	27				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	233
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

After analyzing our 2019-2020 along with our District Progress Monitoring Assessment (PMA) 1 and 2 performance data, we identified that the area of science continues to show the lowest performance. Our FSA proficiency levels in science are 11% which is a decrease of 37 points from 2018 to 2019. Although 26% of students in fifth grade are projected to be proficient based upon the 2019-2020 District Science PMA 2, this area needs to have a continued focus. We believe that the factors that contributed to this decline include the following:

Exposure of students to higher levels of rigor, instructional tasks and hands-on labs aligned to the Florida State Standards. This includes the use of higher level questioning stems (Level 3 and 4 DOK)

Student ability to comprehend and understand grade level informational text.

The need to build capacity of new and novice teachers with the implementation of standards based instruction and content knowledge in the area of science.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Based upon our 2019-2020 District PMA projections, all content areas were projected to make learning gains.

However, our overall performance levels on the 2018-2019 FSA indicated that in the area of math, specifically in fourth and fifth grades showed the greatest decline from the prior year. The fourth grade math cohort decreased by 11 points from 47% to 31% and the fifth grade math cohort decreased by 26 points from 47% to 21% in proficiency. Further analysis indicates that the percent of students making learning gains in math decreased by 26 points from 51% to 27%. The percent of the lowest performing quartile students making learning gains also decreased by 20 points from 56% to 36%. We believe that the factors that contributed to this decline include the following:

Sustaining the learning gains of students as they transition from one FSA bucket to the next. We identified that learning gains in the area of math plateaued instead of showing significant increases.

Exposure of students to higher levels of rigor and instructional tasks aligned to the Florida State Standards. This includes understanding how to extend student strategic thinking (Level 3 and 4 DOK) rather than teaching the understanding of the basic application of concepts and skills. (Levels 1 and 2 DOK)

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

We have made significant progress in science during the 2019-2020 school year with District Progress Monitoring Assessments (PMA) projections showing a 15 point increase from the 2018-2019 school year and ACALETICS showing a 14 point increase based upon Science Scrimmage Assessment A data. However, the ACALETICS Science Scrimmage Assessment B and data from 2018-2020 indicates that science continues to have the greatest gap when compared to the state and district averages.

The data component that had the greatest gap when compared to the state average is science. Our

science proficiency level is 11%. This is a 37 point decline from the previous year. It also reflects a 42 point gap between our science proficiency level of 11% and that of the state which is at 53%. Further analysis of our science performance data indicates that our school average in each of the content areas were 50%. This indicates that performance in each categories was equal. As a result, there is a need to focus on the instructional delivery and alignment to the Florida State Standards as a whole. Our trend in science indicates that we must focus on the areas that contributed to the gap between our school and the state. These areas include: Exposure to higher levels of rigor/questioning (Level 3 and 4 DOK). Instructional tasks and hands-on labs aligned to the State Standards. Student ability to comprehend grade level informational text. The need to build capacity of novice teachers with implementing standards based instruction and content knowledge in science.

Which data component showed the most improvement? What new actions did your school take in this area?

According to the 2018-2019 FSA data, math was the area that showed the least amount of improvement. However, math showed highest improvement based upon our District 2019 FSA projections based on the PMA 2 data. The following strategies were implemented during the 2019-2020 school year:

Implementation of the ACALETICS supplemental program to support standards based instruction.

Implementation of After-school Tutoring for targeted student groups.

Hiring of 2 Part-time Tutors through the SAI Funding to assist with math remediation and small group instruction.

Implementation of a School-wide Safety Net Schedule to support small group remediation and enrichment.

Monitoring daily whole group and small group instruction through the use of the Standards Based Focus Walk Tool.

Consistent monitoring, analyzing, students performance data (I-Ready, ACALETICS, Instructional Focus Assessments, End of Module Assessments, and District Progress Monitoring Assements) and identifying next steps for improvement.

Tiered modeling, support and professional development of teachers in the area of math.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

After reflecting on the EWS data, we noticed the following the following areas of concern:

1. The percent of students with an average attendance rate that is below 90% is 35%. Although this is 2% points lower than the previous year, there is a need to continue to increase student attendance. There is a need to implement strategies to increase the attendance rate, specifically with first, fourth and fifth grade students.

2. The number of students with 1 or more suspensions is 13. This is an increase of 2 from the previous year.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Math Overall Proficiency
2. ELA Proficiency
3. Science Proficiency
4. Learning Gains for all Subgroups, specifically African American, Students with Disabilities, and Free and Reduced Lunch.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Performance data taken from the 2018-2019 FSA results indicates that the overall performance levels in the area of math, specifically in fourth and fifth grades showed significant declines from the prior year. The fourth grade math cohort decreased by 11 points from 47% to 31% and the fifth grade math cohort decreased by 26 points from 47% to 21% in proficiency. Further analysis indicates that the percent of students making learning gains in math decreased by 26 points from 51% to 27%. The percent of the Lowest Performing Quartile making learning gains also decreased by 20 points from 56% to 36%.

Although students have made significant growth for all areas in mathematics based upon our 2019 2020 District PMA's, there is a need to continue to focus on increased achievement in math. The 2019-2020 PMA projections are as follows: Proficiency - 34%, Learning Gains - 43%, and LPQ - 73% with a total 55 point increase.

Measurable Outcome:

Increase FSA Math Proficiency 18 points from 32% to 50%.
 Increase FSA Math Learning Gains by 23 points from 27% to 50%.
 Increase FSA Math Lowest Performing Quartile by 20 points from 36% to 56%.

Person responsible for monitoring outcome:

Michelle Quarles (quarlesm@duvalschools.org)

Evidence-based Strategy:

Ensure that teachers have a solid knowledge of the math content area along with the understanding of how to unpack the standards and plan effective lessons that incorporate opportunities for remediation and the extension of student strategic thinking (Level 3 and 4 DOK) rather than relying solely on teaching the understanding of the basic application of concepts and skills. (Level 1 and 2 DOK)

Rationale for Evidence-based Strategy:

Our 2018-2019 FSA Math data indicated that that our bubble students (High 1 and 2 students) and our higher performing students (Level 4 and 5 students) did not make the learning gains needed to move from one silo to the next on the FSA. Therefore, we believe that by building teacher capacity in the area of content knowledge and understanding how to unpack the standards to plan effective lessons that provide remediation and the extension of student strategic thinking, will increase individual student learning gains in math. Data from our 2019 District PMA 2 indicates that % of students were on track to make learning gains in math. However, there is a need to place a continued focus on math achievement.

Action Steps to Implement

Teachers will participate in on-going professional development from administrators, the math coach and math interventionist during Weekly PLC Meetings, ERD Training, and district level training. Sessions will include unpacking standards, Item Specifications, and Achievement Level Descriptors (ADL's), implementing small group and differentiated instruction analyzing and utilizing student performance data (I-Ready, ACALETICS, Instructional Focus Assessments, PMA'S) and student work samples to improve student achievement.

Person Responsible

Taneshia Atwater (atwatert@duvalschools.org)

Teachers will receive tiered and modeled support with implementation of the District Instructional Framework and materials (ACALETICS, MAFS) to scaffold instruction, lesson planning, along with the implementation of best practices such as mathematical practices, use of manipulatives, meta-cognition, higher level and standards based questioning, collaborative and discussion techniques, checks for understanding, informal assessment, charting instructional strategies.

Person Responsible Taneshia Atwater (atwatert@duvalschools.org)

Teachers will receive professional development on the implementation, monitoring of student progress, use of data reports from Performance Matters, and identifying next steps for improvement for the blended learning tools and resources that include I-Ready and ACALETICS.

Person Responsible Taneshia Atwater (atwatert@duvalschools.org)

The Leadership Team will meet weekly to review school improvement goals, analyze student performance data to identify trends and develop next steps for improvement that include professional development, tiered support, and adjustments to instructional practices.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Administrators will monitor classroom instruction and adherence to best practices daily. On-going formal and informal observations, and focus walks utilizing the Standards Based Focus Walk Tool will be used to monitor the implementation of standards based instruction. Teachers will receive on-going feedback and next steps for improving instructional practices.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Student performance data (ACALETICS, Instructional Focus Assessments, Exit Tickets, District PMA's, End of Module Assessments) will be consistently analyzed and discussed through data chats between administrators and teachers as well as data chats between teachers and students. Data chats will focus on identifying causality, clarification of misconceptions (Unpacking questions, Four Column Method), and next steps for improvement for continuous improvement.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Additional technology such as headphones, computers, interactive whiteboards, and projectors will be purchased to enhance classroom instruction."

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Composition books and resources for tutoring (Measure Up) will be purchased for students to use as resources to support mathematics comprehension.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Teachers will collaborate with administrators, the math coach and math interventionist on the implementation of Instructional Focus Assessments/Lessons, monitoring of student progress, use of data reports from Performance Matters, and the development of next steps for improving instruction. Instruction will be rigorous and aligned to the Florida State Standards, Item Specifications and the Achievement Level Descriptors (ALD'S).

Person Responsible Taneshia Atwater (atwatert@duvalschools.org)

The Study Island blended learning program will be purchased and used as a resource to support student learning with math content and to provide remediation and enrichment.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

The Parent Liaison will work with the Math Coach and Math Interventionist to support parents through facilitating Tuesday Talks and parent workshops. The focus will include strategies to assist parents with supporting their child with strategies in mathematics.

Person Responsible Taneshia Atwater (atwatert@duvalschools.org)

Administrators will utilize the Standards Walk-through Tool to consistently monitor daily instruction provided through Duval HomeRoom and the Microsoft Teams platform and identify areas of improvement.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Students enrolled in Duval HomeRoom will be provided with materials and resources that include computers, Hotspots (as needed), district approved resources that include Eureka Math workbooks, ACALETICS materials, and Ready Math materials to support learning.

Person Responsible Viveca Brown (brownv5@duvalschools.org)

Teachers will utilize a variety of digital and virtual resources such as graphic organizers, exit tickets, independent learning activities, and virtual manipulatives to differentiate, scaffold and to support student understanding of mathematical concepts.

Person Responsible Viveca Brown (brownv5@duvalschools.org)

Teachers, administrators, and coaches will develop assessment and small group calendars that support students within both brick and mortar and Duval HomeRoom. The V. E. Resource teacher, Math Interventionist, and Math Coach will work with teachers to provide accommodations, small group instruction and support with assessments. Additional channels will be created in Teams to provide access for students to receive small group instruction and remediation.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

Duval HomeRoom teachers will be provided with an opportunity to attend weekly PLC Team Meetings virtually through the Teams platform. Additional support with technology, instructional planning and identification of resources to support on-line instruction will be provided during addition meetings with coaches and administrators using the Teams and Go To Meeting platforms.

Person Responsible Viveca Brown (brownv5@duvalschools.org)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Increasing English Language Arts/Reading Achievement. Based upon our 2018-2019 FSA data, student proficiency in ELA improved to 33% proficiency, which is 17% below the district's average of 50% proficiency. In addition, learning gains were 47%, which is 9% below the District's average of 56%. Although our District PMA data indicates that we have made significant progress in ELA, there is a need to continue ELA as a focus. The 2019-2020 PMA Projections are as follows: Proficiency - 32%, Learning Gains - 67%, LPQ - 52% and an overall projected increase of 24 points.

Measurable Outcome: Increase the ELA Proficiency by 17 points from 33% to 50%.
 Increase the ELA Learning Gains by 10% from 47% to 52%.
 Increase the ELA Lowest Performing Quartile by 10% from 47% to 52%.

Person responsible for monitoring outcome: Michelle Quarles (quarlesm@duvalschools.org)

Evidence-based Strategy: Ensure that teachers have a solid knowledge of the language arts content area along with the understanding of how to unpack the standards and plan effective lessons that incorporate opportunities for remediation and the extension of student strategic thinking (Level 3 and 4 DOK) rather than relying solely on teaching the understanding of the basic application of concepts and skills. (Level 1 and 2 DOK)

Rationale for Evidence-based Strategy: Our 2018-2019 FSA ELA data indicated that that our bubble students (High 1 and 2 students) and our higher performing students (Level 4 and 5 students) did not make the learning gains needed to move from one silo to the next on the FSA. Therefore, we believe that by building teacher capacity in the area of content knowledge and understanding how to unpack the standards to plan effective lessons that provide remediation and the extension of student strategic thinking, will increase individual student learning gains in language arts. Data from our 2019 District PMA 2 indicates that % of students were on track to make learning gains in math. However, there is a need to place a continued focus on math achievement.

Action Steps to Implement

Teachers will participate in on-going professional development from administrators, the reading coach and reading interventionist during Weekly PLC Meetings, ERD Training, and district level training. Sessions will include unpacking standards, Item Specifications, and Achievement Level Descriptors (ADL's), implementing small group and differentiated instruction analyzing and utilizing student performance data (I-Ready, Achieve, DRA, Reading Mastery and Corrective Reading, Instructional Focus Assessments, PMA'S) and student work samples to improve student achievement.

Person Responsible Sheila Morgan (morgans1@duvalschools.org)

Teachers will receive tiered and modeled support with implementation of the District Instructional Framework and materials (LAFS, Top Score) to scaffold instruction, lesson planning, along with the implementation of best practices such as gradual release model, meta-cognition, higher level and standards based questioning, collaborative and discussion techniques, checks for understanding, informal assessment, charting instructional strategies.

Person Responsible Sheila Morgan (morgans1@duvalschools.org)

Teachers will receive professional development on the implementation, monitoring of student progress, use of data reports from Performance Matters, and identifying next steps for improvement for the blended learning tools and resources that include I-Ready and Achieve.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

The Leadership Team will meet weekly to review school improvement goals, analyze student performance data (Mastery Checks, Instructional Focus Assessments, Exit Tickets) to identify trends and develop next steps for improvement that include professional development, tiered support, and adjustments to instructional practices.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Administrators will monitor classroom instruction and adherence to best practices daily. On-going formal and informal observations, and focus walks utilizing the Standards Based Focus Walk Tool will be used to monitor the implementation of standards based instruction. Teachers will receive on-going feedback and next steps for improving instructional practices.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

Student performance data (Mastery checks, Exit Tickets, Instructional Focus Assessments, District PMA Assessments) will be consistently analyzed and discussed through data chats between administrators and teachers as well as data chats between teachers and students. Data chats will focus on identifying causality, clarification of misconceptions (Unpacking questions, Four Column Method), and next steps for improvement for continuous improvement.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Composition books and resources for tutoring (Measure Up) will be purchased for students to use as resources to support language arts comprehension.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Teachers will collaborate with administrators, the reading coach and reading interventionist on the implementation of Instructional Focus Assessments/Lessons, monitoring of student progress, use of data reports from Performance Matters, and the development of next steps for improving instruction. Instruction will be rigorous and aligned to the Florida State Standards, Item Specifications and the Achievement Level Descriptors (ALD'S).

Person Responsible Sheila Morgan (morgans1@duvalschools.org)

The Parent Liaison will work with the Reading Coach and Reading Interventionist to support parents through facilitating Tuesday Talks and parent workshops. The focus will include strategies to assist parents with supporting their child with strategies in language arts.

Person Responsible Viveca Brown (brownv5@duvalschools.org)

Administrators will utilize the Standards Walk-through Tool to consistently monitor daily instruction provided through Duval HomeRoom and the Microsoft Teams platform and identify areas of improvement.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Students enrolled in Duval HomeRoom will be provided with materials and resources that include computers, Hotspots (as needed), district approved resources that include LAFS workbooks, Leveled Readers, and Tops Writing materials, to support learning.

Person Responsible Sheila Morgan (morgans1@duvalschools.org)

Teachers will utilize a variety of digital and virtual resources such as graphic organizers, exit tickets, independent learning activities, and leveled books, to differentiate, scaffold and to support student understanding and comprehension.

Person Responsible Sheila Morgan (morgans1@duvalschools.org)

Teachers, administrators, and coaches will develop assessment and small group calendars that support students within both brick and mortar and Duval HomeRoom. The V. E. Resource teacher, Reading Interventionist, and Reading Coach will work with teachers to provide accommodations, small group instruction and support with assessments. Additional channels will be created in Teams to provide access for students to receive small group instruction and remediation.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

Duval HomeRoom teachers will be provided with an opportunity to attend weekly PLC Team Meetings virtually through the Teams platform. Additional support with technology, instructional planning and identification of resources to support on-line instruction will be provided during addition meetings with coaches and administrators using the Teams and Go To Meeting platforms.

Person Responsible Sheila Morgan (morgans1@duvalschools.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Increase Proficiency Levels in Science
 Rationale: Based upon our 2018-2019 FSA data, we identified that our students struggled equally in each of the content areas of science. Our average score in each of these categories was 50%. Additionally, we noticed a 36 point decrease in the level of proficiency from 47% in 2017 to 11% in 2018. Although our District PMA data indicates that student achievement improved significantly in from 11% to 26% in science, there is a need continue to provide students with the opportunity to actively engage with rigorous STEAM based instructional activities and learning tasks, critical thinking skills, and hands-on labs and experiments that are aligned with the FSA.

Measurable Outcome: Increase science proficiency levels by 39 points from 11% to 50%.

Person responsible for monitoring outcome: LaSha Hill (carterl2@duvalschools.org)

Evidence-based Strategy: Provide students with the opportunity to actively engage with rigorous STEAM based instructional activities, learning tasks, critical thinking skills, and hands-on labs and experiments that are aligned with the FSA and Item Specifications and Achievement Level Indicators at Level 3 and 4 DOK.

Rationale for Evidence-based Strategy: In reviewing our science data, we identified that our bubble students (2's and 3's) in language arts and math did not show the same proficiency levels in science. However, we did see proficiency levels increase by 15 points on the PMA 2 District Assessment. As a result, there is a need ton continue to focus on rigorous content and student ability to apply what they have learned to the tasks and applications required on the FSA. It is our belief that exposure to interactive hands-on labs, critical thinking skills and targeted small group instruction will increase student understanding of science content.

Action Steps to Implement

Teachers will participate in on-going professional development, tiered support, and modeling with lesson planning, unpacking standards (KUDS), implementing small group differentiated instruction, analyzing and utilizing student performance data (ACALETICS, PENDA, PMA;s District Benchmark Assessments, and Instructional Focus Assessments)

Person Responsible Taneshia Atwater (atwatert@duvalschools.org)

Teachers will utilize the District Instructional Framework and curriculum to scaffold rigorous instruction, monitor student progress, and provide support utilizing frequent checks for understanding, standards based/higher level questioning stems, meta-cognitive skills, informal assessments, exit tickets, and the Four Column Method.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

Teachers will align instruction with our STEAM focus by implementing weekly science labs and hands-on learning activities, District Curriculum Guides, use of informational text in reading(Science Leveled Readers, Scholastic Periodicals), and Instructional Focus Lessons (5th grade), Acaletics, and Engineering is elementary Units of Inquiry.

Person Responsible Taneshia Atwater (atwatert@duvalschools.org)

Students will receive opportunities to participate in the Annual Science Fair, STEAM field trips (Jacksonville Zoo, Marine Science Center, MOCA, Museum of Science and History (MOSH), Tree Hill, Florida Theater, Theater Works, Alligator Farm, Kennedy Space Center, and Diamond D), Science Club, and daily resources that include art, music, and extracurricular activities.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

Teachers will receive professional development on the implementation, monitoring of student progress, use of data reports, and identifying next steps for improvement for the blended learning tools that include PENDA , Acaletics and Study Island.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

The fifth grade teacher will participate in a monthly science professional development sessions to receive support from District Science Specialists on curriculum and instruction, understanding of the Science Standards, lesson planning, and analyzing student performance data.

Person Responsible Taneshia Atwater (atwatert@duvalschools.org)

Teachers will participate in professional development sessions to gain an understanding of how to actively engage students in rigorous and differentiated instruction through utilizing text, dependent questioning stems, the Core Curriculum/Resources that are aligned to the Florida State Standards, Item Specifications and the Achievement Level Descriptors. (ADL's)

Person Responsible Taneshia Atwater (atwatert@duvalschools.org)

Additional technology and blended learning programs such as Study Island, headphones and projectors will be purchased to enhance classroom instruction.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Composition books, tutoring materials and resources (Measuring Up) will be purchased for students to use as resources to support science comprehension.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Evidence of instructional strategies will be maintained through lesson plans aligned to the District Curriculum Guides, Item Specifications, and STEAM activities as well as through instructional charts, student journals and work samples and student data chats.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

Students will participate in before and after school tutoring to receive support and remediation of grade level standards in science.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

The Study Island blended learning program will be purchased and used as a resource to support student learning with science content and to provide remediation and enrichment.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Duval HomeRoom teachers will be provided with an opportunity to attend weekly PLC Team Meetings virtually through the Teams platform. Additional support with technology, instructional planning and identification of resources to support on-line instruction will be provided during addition meetings with coaches and administrators using the Teams and Go To Meeting platforms.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

Teachers, administrators, and coaches will develop assessment and small group calendars that support students within both brick and mortar and Duval HomeRoom. The V. E. Resource teacher, Region Science Specialist will work with teachers to provide accommodations, small group instruction and support with assessments. Additional channels will be created in Teams to provide access for students to receive small group instruction and remediation.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

Teachers will utilize a variety of digital and virtual resources such as graphic organizers, exit tickets, independent learning activities, and virtual science explorations to differentiate, scaffold and to support student understanding of mathematical concepts.

Person Responsible Taneshia Atwater (atwatert@duvalschools.org)

Students enrolled in Duval HomeRoom will be provided with materials and resources that include computers, Hotspots (as needed), district approved resources that include Pearson Science workbooks and ACALETICS materials to support learning.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

Administrators will utilize the Standards Walk-through Tool to consistently monitor daily instruction provided through Duval HomeRoom and the Microsoft Teams platform and identify areas of improvement.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Performance data taken from the 2018-2019 FSA results indicates that the overall performance levels of our ESSA Subgroups, specifically Economically Disadvantaged, African American, and Students with Disabilities showed significant declines from the prior year. Our overall proficiency rate was 33% as a school with a designation as CS&I. The subgroups results were as follows:
 Economically Disadvantages: 31%
 African American: 31%
 Students with Disabilities: 27%

Measurable Outcome: Increase the FSA Achievement for Students with Disabilities by 18 points from to 27% to 45%.
 Increase the ELA Achievement for Black/African American Students by 14 points from 31% to 45%.
 Increase the ELA Achievement for Economically Disadvantaged Students by 14 points from 31% to 45%.

Person responsible for monitoring outcome: Michelle Quarles (quarlesm@duvalschools.org)

Evidence-based Strategy: Teachers will develop knowledge and skills on how to provide students with targeted interventions through the use of RTI strategies and interventions along with Catch Up/Small group instruction. Fluid groupings and lesson plans that outline instructional strategies that meet the needs of individual students in language arts and math will be developed and maintained.

Rationale for Evidence-based Strategy: Our 2018-2019 FSA data indicated that that our ESSA Subgroups did not make the learning gains needed to move from one silo to the next on the FSA. In addition, data from our District PMA 2 Assessments also indicate that our ESSA Subgroups are making gains but the gains are at a significantly slower rate of increase in language arts and math than the overall performance of other students. Therefore, we believe that by building teacher capacity in the area of the RTI process as well as Catch Up/Small Group differentiated of instruction will increase the learning gains of students falling within our ESSA Subgroups. Data from our 2019 District PMA 2 indicates that students were on track to make learning gains in language arts and math.

Action Steps to Implement

Teachers will work with the RTI Team and parents to analyze data, develop RTI and PMP Plans, and identify strategies and interventions to support students who are in need of Tier II and Tier III support in language arts and math. Strategies will be implemented based upon individualized RTI plans for each student.

Person Responsible Simone Hentish (hentishs2@duvalschools.org)

Teachers will consistently maintain documentation of small group lesson plans, targeted instructional strategies, individual student data chats along with documented conferences identifying next steps for student improvement. Teachers will also use student performance data to drive instruction, data chats and next steps for instruction.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Students will receive tiered support and participate in before and after school tutoring to receive interventions support and remediation of grade level standards in language arts and math. Resource materials such as leveled readers, Measuring Up Language Arts, Math and Science will be purchased to support interventions.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Teachers will receive professional development on the RTI process, interventions and strategies, small group differentiated instruction, monitoring of student progress, use of data reports, and identifying next steps for improvement based on student assessment data, blended learning tools and resources that include I-Ready Achieve, Acaletics, Reading Mastery, Corrective Reading, District PMA's, Mastery Check and Instructional Focus Assessments.

Person Responsible Sheila Morgan (morgans1@duvalschools.org)

Teachers will work along with the Safety Net Team (Math Interventionist, Math Coach, Reading Coach, Reading Interventionist, V. E. Resource Teachers, part-time tutors, and paraprofessionals) to plan instruction, consistently implement Catch Up/Small group lessons and maintain fluid groupings and lesson plans that outline instructional strategies that meet the needs of the ESSA Subgroups. individual students in math.

Person Responsible Viveca Brown (brownv5@duvalschools.org)

A Safety Net Schedule and plan will be developed with targeted times for remediation, instructional staff, and identified resources to ensure that students are provided with consistent opportunities for intervention and remediation in the areas of language arts and math. Administrators will monitor the implementation through formal and informal observations, Standards Focus Walks, and feedback with next steps for improvement.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Teachers will participate in professional development sessions and utilize the Reading Mastery and Corrective Reading supplemental programs 45 minutes each day to provide remediation and interventions for students who fall below grade level in reading.

Person Responsible Viveca Brown (brownv5@duvalschools.org)

Teachers will provide targeted and tiered support for students in mathematics through implementing 30 minutes of the ACALETICS math supplemental program daily. Students will be assigned to teachers and groups based upon need.

Person Responsible Taneshia Atwater (atwatert@duvalschools.org)

Teachers will provide targeted and tiered support for students in reading through implementing 45 minutes of the Reading Mastery (K-2) and Corrective Reding (3rd - 5th) supplemental program daily. Students will be assigned to teachers and groups based upon need.

Person Responsible Viveca Brown (brownv5@duvalschools.org)

Administrators will monitor the implementation of small group instruction, RTI, Reading Mastery, Corrective Reading, and safety nets, classroom instruction and adherence to best practices daily. On-going formal and informal observations, and focus walks utilizing the Standards Based Focus Walk Tool will be used to monitor the implementation of standards based instruction. Teachers will receive on-going feedback and next steps for improving instructional practices.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Teachers, administrators, and coaches will develop assessment and small group calendars that support students within Duval HomeRoom. The V. E. Resource teacher, Math Interventionist, Math Coach, Reading Interventionist, Reading Coach, will work with teachers to provide accommodations, small group instruction and support with assessments. Additional channels will be created in Teams to provide access for students to receive small group instruction and remediation.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

To ensure that students enrolled in Duval HomeRoom are provided with accommodations and access to take assessments, administrators and teachers will provide opportunities for them to complete assessments both virtually and through the Brick and Mortar settings.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

#5. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: During the 2019-2020 school year, there were 88 overall referrals. Of this amount, there were 40 referrals under Disruption in Class and 39 referrals under Disruption Outside of Class. There were 60 Class I referrals and and 14 Class II referrals. Within the 5 Essentials Survey, restrooms was the highest area of concern.
 There were 87 out of 258 students with attendance less than 90%. In addition, there were 26 students with two or more Early Warning indicators.

Measurable Outcome: Decrease the percent of referrals by 10% from 81 to 73.
 Decrease the percent of referrals in classrooms by 10% from 45 to 40.
 Decrease the percent of referrals in common areas by 10% from 21 to 19.
 Decrease the percent of Level 1 referrals by 10% from 66 to 59.
 Decrease the percent of Level 2 referrals by 10% from 14 to 12.

Person responsible for monitoring outcome: LaSha Hill (carterl2@duvalschools.org)

Evidence-based Strategy: Implement and maintain school-wide rituals and routines that support a safe learning environment that promotes a and positive school culture along with decreasing the number of students with referrals and students in need of targeted intervention.

Rationale for Evidence-based Strategy: Implementing and maintaining school-wide rituals and routines and positive relationships that will build a school culture and climate that will lead to a decrease in the percentage of Class I referrals and incidents that occur in and outside of the classroom.

Action Steps to Implement

The Leadership Team, administrators and teachers will meet monthly through our SESIR and Shared Decision Making Teams to monitor the effectiveness and the implementation of school-wide rituals and routines through analyzing Restorative Practices, discipline data, RTI Strategies, Foundations/CHAMPS Surveys and Common Area rituals, routines, assisting with decreasing the number of referrals and suspensions.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

Teachers will utilize strategies from the professional development sessions on Restorative Practices, CHAMPS, Code of Conduct, and School-wide Rituals and Routines, Early Warning and Alert to develop a safe and support classroom environment,

Person Responsible LaSha Hill (carterl2@duvalschools.org)

The RTI Team and District Representatives from the ESE department, and the PDF will provide professional development sessions and model support for teachers to develop strategies for working with students in need of interventions.

Person Responsible Simone Hentish (hentishs2@duvlschools.org)

The RTI Team and teachers will meet bi-weekly to review student data and develop strategies based upon the needs of individual students and teachers.

Person Responsible Simone Hentish (hentishs2@duvalschools.org)

Administrators will conduct focus walks, formal and informal observations, and participate in biweekly RTI meetings to monitor the implementation of CHAMPS, Restorative Practices, and RTI Strategies.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

The School Counselor and administrators will work collaboratively with teachers to implement Character Education and utilize the Wellness Wednesday Curriculum, Sanford Harmony, Learning for Life and Second Step to maintain positive behavior throughout the school. Students who have maintained positive behavior and exemplified good school citizenship will be recognized monthly through the Student of the Month Program.

Person Responsible Simone Hentish (hentishs2@duvalschools.org)

A variety of activities will be used to promote Character Education including: Purchasing and using Books of the Month, school-wide assemblies, Red Ribbon Week, JSO presentation, Road Runner Incentive Store, Remarkable Road Runners, Student of the Month, and school-related activities.

Person Responsible Viveca Brown (brownv5@duvalschools.org)

Provide incentives and rewards that promote and build character and promote a positive and safe school environment by incorporating Green Parties, IReady and Achieve Celebrations and school related activities.

Person Responsible Viveca Brown (brownv5@duvalschools.org)

#6. Culture & Environment specifically relating to Early Warning Systems

Area of Focus Description and Rationale: There were 77 out of 222 students with attendance less than 90%. In addition, there were 6 students with two or more Early Warning indicators.

Measurable Outcome: Decrease the percent of referrals by 10% from 81 to 73.
 Decrease the number of students with one or more Early Warning Indicators by 10% from 6 to 4.
 Decrease the number of students with attendance below 90% by 10% from 77 to 69.

Person responsible for monitoring outcome: LaSha Hill (carterl2@duvalschools.org)

Evidence-based Strategy: Implement and maintain a positive school culture and system to identify Early Warning Indicators for students in order to decrease the number of students in need of targeted interventions.

Rationale for Evidence-based Strategy: Implementing a system to target students with Early Warning Indicators along with maintaining school-wide rituals and routines that promote a positive school culture and positive relationships that will build a school culture and climate that will lead to a decrease in the percentage of student referrals.

Action Steps to Implement

1. Facilitate monthly Behavior Threat Assessment and SESIR Team Meetings to identify threats within our school and strategies to address these concerns.

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

Work with our school therapist (Daniel), school counselor and teachers to identify students who have two or more early warning signs and are in need of targeted interventions.

Person Responsible: Simone Hentish (hentishs2@duvalschools.org)

Administrators and the school counselor will participate in the Youth Mental Health training and utilize strategies to support students in need of support and interventions.

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

The school counselor will work closely with our social worker and attendance officer to monitor students with chronic attendance. Student attendance with Duval HomeRoom will be closely monitored to ensure that they are consistently attending classes throughout the school day.

Person Responsible: Simone Hentish (hentishs2@duvalschools.org)

AIT meetings will be held monthly to work with parents to develop individual attendance plans to ensure that students are attending school consistently.

Person Responsible: Simone Hentish (hentishs2@duvalschools.org)

Leadership team members will analyze student attendance, academic performance, and discipline data to identify students who exhibit Early Warning indicators and provide interventions, strategies and support.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

The Parent Liaison will work with and support parents through facilitating Tuesday Talks and parent workshops. The focus will include strategies to support students with early warning indicators such as student attendance, discipline and academic achievement.

Person Responsible Simone Hentish (hentishs2@duvalschools.org)

#7. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Based upon Standards Walk Through (SWT) Observations/Dashboard, our rating averaged 3.1 in the area of Assessing Student Learning. There is a need to strengthen and increase standards aligned instruction, specifically with alignment to the ARC of the Standard and learning tasks and assessments. As a result of this, most students are experiencing the negative impact of the Opportunity Myth.

Measurable Outcome: 90% of core content teachers will show progression with standards aligned Instructional Delivery, specifically tasks and alignment by showing an average score of 4.0 in the area of Assessing Student Learning.

Person responsible for monitoring outcome: Michelle Quarles (quarlesm@duvalschools.org)

Evidence-based Strategy: Ensure that students are exposed to standards aligned instruction, tasks, and assessments.

Rationale for Evidence-based Strategy: Based upon the Opportunity Myth, our school needs to ensure that students are receiving standards-aligned instruction so that they are able to master the assessments designed by the state, along with the following year's progression of standards.

Action Steps to Implement

Provide teachers with on-going professional development during weekly PLC meetings that support the alignment of learning tasks, instructional delivery, and assessments that are correlated to grade level standards.

Person Responsible Sheila Morgan (morgans1@duvalschools.org)

Conduct on-going Standards Based Instructional rounds with the leadership team to calibrate and identify next steps for improvement.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Provide teachers with tiered support that is aligned to the standards based initiative rubric and based upon their individual needs.

Person Responsible Sheila Morgan (morgans1@duvalschools.org)

Ensure that the Leadership Team (Administrators and coaches) participate in professional development on the Standards Based Instructional Review process.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Administrators will monitor standards-aligned instruction for both Brick and Mortar and Duval HomeRoom utilizing the standards based initiative rubric. Teachers will receive on-going feedback, next steps and professional development on improving instructional practices.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

Ensure that students are exposed to learning tasks and assessments that are aligned with grade level standards.

Person Responsible Taneshia Atwater (atwatert@duvalschools.org)

Ensure that teachers provide opportunities for students to demonstrate mastery of grade level standards and take ownership of their learning.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Ensure that the standard is the key focus of the planning process. Conversation around the standard is deep. Tasks and materials are selected that align. Reflection on assessment is evident.

Person Responsible Viveca Brown (brownv5@duvalschools.org)

Teachers will work collaboratively with administrators, coaches and interventionists during weekly PLC meetings to analyze student performance data (Mastery Checks, Instructional Focus Assessments, Exit Tickets) to identify trends and develop next steps for improvement and remediation of key standards. Meetings will be hosted in person with Brick and Mortar teachers as well as virtually for Duval HomeRoom teachers.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Teachers will utilize the Kuds protocol to unpack standards and develop learning tasks, higher level questions, and assessments aligned to Florida State Standards, Achievement Level Descriptors, and Item Specifications.

Person Responsible Taneshia Atwater (atwatert@duvalschools.org)

Student performance data (Mastery checks, Exit Tickets, Instructional Focus Assessments, District PMA Assessments) will be consistently analyzed and discussed through data chats between administrators and teachers as well as data chats between teachers and students. Data chats will focus on identifying causality, clarification of misconceptions (Unpacking questions, Four Column Method), and next steps for improvement for continuous improvement.

Person Responsible LaSha Hill (carterl2@duvalschools.org)

The Leadership Team will meet weekly to review school improvement goals, analyze student performance data (Mastery Checks, Instructional Focus Assessments, Exit Tickets) to identify trends and develop next steps for improvement that include professional development, tiered support, and adjustments to instructional practices.

Person Responsible Michelle Quarles (quarlesm@duvalschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

As indicated in 2.E of the Needs Assessment/Analysis, the area of mathematics showed highest improvement based upon our District 2019 FSA projections based on the PMA 2 data.

Although math showed the most improvement, there is a need to continue to implement identified strategies to ensure that we continue to see an increase in this area. This will include the use of the supplemental program, ACALETICS, After-school Tutoring for targeted student groups, hiring a full-time math interventionist and two part-time tutors through the SAI Funding to assist with math remediation and small group instruction, School-wide Safety Nets to support small group remediation and enrichment, and monitoring daily whole group and small group instruction through the use of the Standards Based Focus Walk Tool.

All other needs listed under section 2.E are outlined in the areas above.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Pine Estates Elementary School strongly believes in the importance of on-going parent and community engagement as a way to support our mission and vision and build positive relationships within our community. In order to fulfill the mission of Pine Estates Elementary School and support the needs of our students, our school provides a variety of opportunities to strengthen positive relationships with parents, families, and other community stakeholder's. These activities include:

1. Utilizing a part-time Parent Liaison will work closely with staff and parents to build positive relationships and provide opportunities for parents to participate in school related activities and parent workshops during the school day as well as evenings.
2. Provide opportunities for parents to collaborate with teachers on the needs of their students through Parent Teacher Conferences, Parent Compact Meetings, Open House and Orientation, and PTA Meetings.
3. Ensuring that parents who speak English as a second language are provided with resources such as translators to assist with accessing services and support for their children.
4. Utilize a variety of sources to provide information on school related activities and events, these sources include:
 - A. The Road Runner Monthly Newsletter
 - B. School Marque

- C. Flyers
- D. Student Planners
- E. Telecommunication System
- F. Parent Information and Events Board

To encourage and promote support from community stakeholders, we will implement the following:

1. School Advisory Council Meetings (SAC) and Mid-year Stakeholder’s Meetings
2. Annual Title I Meeting:
3. Parent Involvement Surveys

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Math				\$59,793.88
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	2501 - Pine Estates Elementary School	UniSIG	1.0	\$42,690.67
			<i>Notes: *Math Interventionist: This line item will be used to work with all grade levels in our school. Specifically, the Lowest Performing Quartile students in each grade level. Due to home learning for 2-3 months during the 2019-2020 school year, we will need to push-in and pull-out students form small group instruction. This position’s qualifications are: Education - Bachelor’s degree from an accredited college or university. Experience: Three years of continuous teaching experience in mathematics. Experience working with at-risk students. Salary is based on verified years of teaching experience. Certifications & Licenses: Florida Department of Education Certification in Elementary Education K-6 for Elementary interventionist; This is a content specific instructional support positions that will provide the opportunity to provide students the needed intervention on mastery of objectives. Identify students will receive assistance in reaching proficient common core skills. If approved, the candidate who was with us last year, will continue to fulfill the duties above. This position will be funded by UniSIG (100%). This position was a Reading Interventionist approved in the 19-20 UniSIG grant then changed to a Math Interventionists on Amendment #1, 19-20 UniSIG grant.</i>			
	5100	210-Retirement	2501 - Pine Estates Elementary School	UniSIG		\$4,269.07
			<i>Notes: Math Interventionist Benefits Retirement at 10.00%</i>			
	5100	369-Technology-Related Rentals	2501 - Pine Estates Elementary School	UniSIG		\$1,440.00
			<i>Notes: Study Island) This line item will be used with all 3rd - 5th grade students in math and science. Start date will be September 2020 through August 2021. These licenses will be used to support intervention and closing achievement gaps. Please see the attached quote.</i>			
	5100	220-Social Security	2501 - Pine Estates Elementary School	UniSIG		\$3,265.84
			<i>Notes: Math Interventionist Benefits Social Security at 7.65%</i>			
	5100	231-Health and Hospitalization	2501 - Pine Estates Elementary School	UniSIG		\$7,487.94
			<i>Notes: Math Interventionist Benefits Group Health at 17.54%</i>			

	5100	232-Life Insurance	2501 - Pine Estates Elementary School	UniSIG		\$8.54
			<i>Notes: Math Interventionist Benefits Life Insurance at .02%</i>			
	5100	240-Workers Compensation	2501 - Pine Estates Elementary School	UniSIG		\$401.29
			<i>Notes: Math Interventionist Benefits Workers Compensation at .94%</i>			
	5100	290-Other Employee Benefits	2501 - Pine Estates Elementary School	UniSIG		\$230.53
			<i>Notes: Math Interventionist Benefits Benefits Flex Medical at .54%</i>			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$2,813.03
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	2501 - Pine Estates Elementary School	UniSIG		\$2,813.03
			<i>Notes: This line item will be used to support the school's request to purchase Scholastic News Periodicals. The school intends to utilize this resource to support language arts within multiple grade level classrooms during small group and independent reading activities. This will support the essential foundational reading skills requiring remediation, as identified by progress monitoring data analysis.</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$29,565.34
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	2501 - Pine Estates Elementary School	UniSIG	1.0	\$12,278.27
			<i>Notes: *General Ed. Paraprofessional: This line item will be used to support students in all grade levels who need both academic and behavioral support. General Education Paraprofessionals work directly under the supervision of a classroom teacher. \$8.87 - \$9.65 / Per Hour; Kind of Work + benefits @ 17.6%. The Instructional, Paraprofessional (Regular Needs) is assigned for at least 80% of the workday the responsibility for assisting classroom teachers with instruction and the maintenance of discipline in general education instructional situations. Responsibilities for most of the time must be spent on small group tutoring or instruction of children and grading papers under the supervision of the teacher and with other classroom duties assigned by the teacher. Other responsibilities such as additional related classroom clerical duties, cafeteria duty, etc. may be assigned for a minor portion of the workday by the site administrator/designee. If approved, the candidate who was with us last year, will continue to fulfill the duties above. This position will be funded by UniSIG (100%).</i>			
	5100	210-Retirement	2501 - Pine Estates Elementary School	UniSIG		\$1,227.80
			<i>Notes: General Ed. Para Benefits Retirement at 10.00%</i>			
	5100	510-Supplies	2501 - Pine Estates Elementary School	UniSIG		\$3,317.55
			<i>Notes: This line item will be used to support the school's request to purchase Measuring UP materials, published by Mastery Education. The school intends to utilize this resource to support small group reading instruction within multiple grade level classrooms and during tutoring sessions to provide remediation of essential foundational reading, math, and science skills requiring remediation, as identified by progress monitoring data analysis.</i>			
	5100	220-Social Security	2501 - Pine Estates Elementary School	UniSIG		\$939.40
			<i>Notes: General Ed. Para Benefits Social Security at 7.65%</i>			
	5100	231-Health and Hospitalization	2501 - Pine Estates Elementary School	UniSIG		\$5,527.11

			<i>Notes: General Ed. Para Benefits Group Health at 45.01%</i>			
5100	232-Life Insurance	2501 - Pine Estates Elementary School	UniSIG		\$7.37	
			<i>Notes: General Ed. Para Benefits Life Insurance at .06%</i>			
5100	240-Workers Compensation	2501 - Pine Estates Elementary School	UniSIG		\$115.43	
			<i>Notes: General Ed. Para Benefits Workers Compensation at .94%</i>			
5100	290-Other Employee Benefits	2501 - Pine Estates Elementary School	UniSIG		\$170.69	
			<i>Notes: General Ed. Para Benefits Benefits Flex Medical at 1.39%</i>			
5100	640-Furniture, Fixtures and Equipment	2501 - Pine Estates Elementary School	UniSIG		\$5,481.00	
			<i>Notes: Student Laptop 9 qty @ \$609 each: This line item will be used to support all grade levels. The laptops and charging cart will be used for blended learning platforms such as iReady, Achieve 3000, ACALETICS, etc). The school is need of 9 laptops. Please see the quote attached.</i>			
5100	510-Supplies	2501 - Pine Estates Elementary School	UniSIG		\$500.72	
			<i>Notes: supplies, paper, pencils, toner, crayons, dry erase boards and markers</i>			
5	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports			\$0.00	
6	III.A.	Areas of Focus: Culture & Environment: Early Warning Systems			\$0.00	
7	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction			\$0.00	
				Total:	\$96,567.50	