Pine Forest Elementary School

2020-21 Schoolwide Improvement Plan

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Pine Forest Elementary School

3929 GRANT RD, Jacksonville, FL 32207

http://www.duvalschools.org/pineforest

Demographics

Principal: Michelle Matthews

Start Date for this Principal: 6/7/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (61%) 2016-17: B (58%) 2015-16: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&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.](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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3929 GRANT RD, Jacksonville, FL 32207

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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 KG-5	No	64%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

School Board Approval

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SIP Authority

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

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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.

As a success-oriented school, Pine Forest drives academic achievement and nurtures artistic self-expression within a cooperative learning environment.

Provide the school's vision statement.

Pine Forest School of the Arts: "Where the Arts and Academics Meet Center Stage"

Who We Are:
Pine Forest School of the Arts is a dedicated Magnet elementary school committed to excellence in both standards-based academics and the arts.

What We Do:
We provide a Visual and Performing Arts program that helps promising students cultivate their passion and strengthen their talent for arts activities while ensuring academic excellence.

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
Matthews, Michelle	Principal	Instructional Leader Operations Manager Weekly Communication to All Stakeholders Leadership Team Chair
Herkel, Michelle	Teacher, K-12	Mrs. Herkel is full-time Visual Arts Teacher at Pine Forest School of the Arts. Mrs. Herkel provides instruction in both 2-D and 3-D Art to all students in Grades K-5. Mrs. Herkel also serves as a facilitator of professional development to other K-5 art teachers across the district.
Gibson, Melanie	Teacher, K-12	Mrs. Gibson currently serves as a 5th Grade Math/Science Teacher at Pine Forest. She is also one of the co-sponsors of the school's Safety Patrol Program. Mrs. Gibson is also the chairperson of our school's Science Committee (PLC)
Smith, Rachel	Teacher, K-12	Mrs. Smith currently serves as a 4th Grade Teacher at Pine Forest. She is also the school's Technology Coordinator. Mrs. Smith is passionate about building strong, positive relationships with her students and their families to ensure academic success and a strong bond between the school and home environments. Mrs. Smith is also a member of the school's PBIS Team.
Wertz, Linda	Teacher, K-12	Ms. Wertz is 2nd Grade Teacher, Grade Level Chair, member of the ELA Committee (PLC) and is always eager to share her resources with others in the areas of Reading-especially Phonics. Ms. Wertz is a model teacher for teaching socio-emotional learning lessons.
Napoleon, Olga	Teacher, K-12	Ms. Napoleon is a 3rd Grade Teacher at Pine Forest. She is also a member of the school's Math Committee (PLC).
Mattiace, Johna	Teacher, K-12	Mrs. Mattiace is a Kindergarten Teacher, the Kindergarten Grade Level Chair and a member of the school's Science Committee (PLC).
Ledoux, Laurel	Teacher, K-12	Mrs. Ledoux is a 4th Grade Math/Science Teacher, the 4th Grade Grade Level Chair and a member of the school's Math Committee (PLC). She contributes a lot of ideas to the school's team for beautification, safety, and encouraging a positive and friendly atmosphere for all stakeholders.
Hughes, Kimberly	Assistant Principal	Instructional Leader Operations Manager PBIS Chair

Demographic Information

Principal start date
Sunday 6/7/2020, Michelle Matthews

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.*

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.*

Total number of teacher positions allocated to the school
21

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (61%) 2016-17: B (58%) 2015-16: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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	69	76	83	79	78	90	0	0	0	0	0	0	0	475
Attendance below 90 percent	0	21	0	21	0	0	0	0	0	0	0	0	0	42
One or more suspensions	0	3	0	1	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	
2020-2021 Duval HomeRoom Students for Quarter 1	24	35	30	41	35	35	0	0	0	0	0	0	0	200

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	0	3	0	1	0	0	0	0	0	0	0	0	0	4

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	0	0	1	3	5	11	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/3/2020

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	68	72	71	67	83	75	0	0	0	0	0	0	0	436
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	2	14	12	0	0	0	0	0	0	0	28

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	0	0	0	2	0	0	0	0	0	0	0	0	0	2

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	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	68	72	71	67	83	75	0	0	0	0	0	0	0	436
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	2	14	12	0	0	0	0	0	0	0	28

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	0	0	0	2	0	0	0	0	0	0	0	0	0	2

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	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	69%	50%	57%	67%	49%	55%
ELA Learning Gains	68%	56%	58%	69%	56%	57%
ELA Lowest 25th Percentile	50%	50%	53%	58%	54%	52%
Math Achievement	63%	62%	63%	66%	62%	61%
Math Learning Gains	60%	63%	62%	53%	63%	61%
Math Lowest 25th Percentile	38%	52%	51%	26%	54%	51%
Science Achievement	58%	48%	53%	67%	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	68%	51%	17%	58%	10%
	2018	66%	50%	16%	57%	9%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	71%	52%	19%	58%	13%
	2018	76%	49%	27%	56%	20%
Same Grade Comparison		-5%				
Cohort Comparison		5%				
05	2019	71%	50%	21%	56%	15%
	2018	68%	51%	17%	55%	13%
Same Grade Comparison		3%				
Cohort Comparison		-5%				

				MATH			
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	66%	61%	5%	62%	4%

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	54%	59%	-5%	62%	-8%
Same Grade Comparison		12%				
Cohort Comparison						
04	2019	66%	64%	2%	64%	2%
	2018	70%	60%	10%	62%	8%
Same Grade Comparison		-4%				
Cohort Comparison		12%				
05	2019	58%	57%	1%	60%	-2%
	2018	67%	61%	6%	61%	6%
Same Grade Comparison		-9%				
Cohort Comparison		-12%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	58%	49%	9%	53%	5%
	2018	63%	56%	7%	55%	8%
Same Grade Comparison		-5%				
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	33	35	25	24	34	38	23				
BLK	55	60	55	47	52	40	52				
HSP	77	75		69	55						
WHT	81	74	36	76	68	30	69				
FRL	54	60	50	53	56	38	42				
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	54	59	47	39	55	47	33				
BLK	55	63	58	48	58	44	33				
HSP	81	67		73	67						
MUL	90			90							
WHT	81	70		74	69		88				
FRL	57	58	54	55	64	47	47				

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	44	74	79	34	13						
BLK	46	59	57	49	42	21	42				
HSP	78	67		67	42						
WHT	82	77	73	81	65		85				
FRL	49	59	52	51	32	16	47				

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)	TS&I
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	406
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

Learning Gains in Reading and Math (including Lowest Performing Quartile)

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

Learning Gains in Math (including Lowest Performing Quartile)

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.

Lowest Performing Quartile Gains in Reading and Math

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

5th Grade Science was showing improvement in 2019-2020

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

Attendance in Grade 1
Number of Retainees
Virtual Learning and Accountability

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

1. Professional Learning Communities and Common Planning
2. Teacher-Teacher Trust (5Essentials Data)
3. Professional Development (5Essentials Data)
4. Student Attendance
5. Standards-Aligned Reading and Math Instruction

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	According to the results of our 2020 5Essentials Report, although the Collaborative Teachers Essential saw an increase of 18 points compared to the 2019 survey, this particular 'Essential' scored the lowest of all five 'Essentials' making it one of our priorities as we move into the 2020-2021 school year. Professional Learning Communities (PLCs) can look several different ways; however, each PLC--no matter how large or small--will function with the same overarching Big Ideas (BI) in mind: BI#1: Ensuring That Students Learn; BI#2: A Culture of Collaboration; BI#3: A Focus on Results. The school's administration, along with the School's Leadership Team, will help foster the understanding that our entire team of faculty/staff members make up one professional learning community that should all work together towards the common goals of ensuring that students learn, school-wide collaboration efforts (not simply limited to grade levels or committees , and focus on results--student proficiency, learning gains, and professional growth as well. Collaboration and best practices should be embedded into our day-to-day routines. Everyone within the building has something to 'bring to the table' in an effort to increase student achievement and improve our school in one way or another. Opportunities will be provided through different platforms for individuals to share and receive ideas for best practices.
Measurable Outcome:	The following measures will be addressed in an effort to improve performance for the 2020-2021 school year: Collective Responsibility (from 19pts to 40pts), Teacher-Teacher Trust (from 34pts to 40pts), School Commitment (from 35pts to 40pts), and Collaborative Practices from 37pts to 60pts). The 5Essentials Survey will be administered to teachers again in January-February 2021; results will be available for review in the Spring of 2021; however, in order to collect data throughout the year, surveys will be used to collect feedback for and effectiveness of the school's collaborative efforts.
Person responsible for monitoring outcome:	Michelle Matthews (easterm@duvalschools.org)
Evidence-based Strategy:	*Weekly Grade Level Meetings facilitated by Grade Level Chair/SIP Leadership Team Member; *Weekly Admin-Led Common Planning with Administrator(s) with Grade Level or Department Teams; *Monthly Content-Area/PBIS Committee Meetings During Early Dismissal Days; *Virtual Professional Learning Communities in Microsoft Teams for Content Areas, PBIS, Magnet, Sunshine (Hospitality), etc. Committees; *"Coffee Talk" Thursdays: Optional mini Professional Development sessions facilitated by teachers on best practices they choose in regards to instruction, classroom management, organization, communication, etc.; and *Quarterly Data Chats with Administration and Teachers with Focus on Student Achievement and Professional Growth **Additional meetings/sessions may take place as needed or requested by faculty/staff members.
Rationale for	Honest discussions around student data allow for educators to have real conversations in regards to student achievement. It is beneficial for teachers to collaborate and share best

Evidence-based Strategy: practices with one another. Weekly Grade Level Meetings allows for grade levels/teams to meet to discuss upcoming events, solidify communication efforts with stakeholders, and compare student performance between classes so best practices can be shared. Virtual Learning Communities, allows for teachers to collaborate outside of the regular school day if they desire to do so and to have access to resources when off campus, too. "Coffee Talk" Thursdays is a new initiative that will allow teachers to showcase some of their talents and serve in a leadership capacity for their colleagues. All remaining PLC initiatives will focus on the three Big Ideas as mentioned above in an effort to increase student achievement and professional growth.

Action Steps to Implement

*Weekly Grade Level Meetings: Agenda and minutes will be submitted to administration for support

*Weekly Admin-Led Common Planning with Grade Level/Department Teams: Agenda will be emailed out and teachers will complete surveys on effectiveness of sessions.

*Monthly Content-Area/PBIS Committee Meetings During Early Dismissal Days: Agendas will be emailed in advance; minutes will be recorded and shared at Grade Level Meetings. Surveys will be administered and data will be collected to plan for next steps.

*Virtual Professional Learning Communities in Microsoft Teams for Content Areas, PBIS, etc.: Sites will be utilized and maintained by faculty/staff members.

*"Coffee Talk" Thursdays: Optional mini Professional Development sessions facilitated by teachers on best practices they choose in regards to instruction, classroom management, organization, communication, etc.: Effectiveness could be determined based on exit tickets/forms immediately after session and implementation.

*Quarterly Data Chats with Administration and Teachers with Focus on Student Achievement and Professional Growth: Effectiveness will be measured via Individual Professional Development Plans (IPDPs).

Person Responsible Michelle Matthews (easterm@duvalschools.org)

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Due to the current COVID-19 pandemic, students have the option to attend school in the "brick and mortar" building or through Duval HomeRoom-the district's virtual online learning platform that will align with the instruction that takes place in the building. Because approximately 25-35% of our students will be learning through the virtual platform at least for the first nine weeks of school, it is more important than ever that we monitor students' progress and differentiate our instruction based on students' individual learning needs. In addition, the unexpected shift to virtual learning following 2020 Spring Break caused for students to not receive the amount of rigorous and engaging instruction that they were receiving in the building prior to COVID-19.
Measurable Outcome:	70% of students 60% of 5th grade students will make learning gains in Reading and Math (2021 FSA)
Person responsible for monitoring outcome:	Michelle Matthews (easterm@duvalschools.org)
Evidence-based Strategy:	*End of Module Assessments for Eureka (Math) *End of Unit Assessments for LAFS (ELA) *Writing Samples Throughout the Year *Blended Learning Program Diagnostics (iReady, Achieve3000, Freckle) *Running Records
Rationale for Evidence-based Strategy:	

Action Steps to Implement

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	When planning for instruction, whether it be for whole-group or small group, it is vital to begin with "the end in mind" also known as the standard(s) being taught. With the possibility of not having enough laptop devices for frequent access to blended learning programs, it will be crucial for teachers to be able to identify other learning tasks that align to standards (whether above, on, or below grade level). Because students may transition in and out of the building with the option of the Duval HomeRoom initiative and the unprecedented ending of the 2019-2020 school year and transitioning to limited online instruction, it will also be important to spend time teaching and assessing grade level, aligned to standards content as much as possible.
Measurable Outcome:	The Standards Focus Board will be posted in 100% of classrooms and referenced by both teachers and students. According to the Standards Walk-Through Dashboard, the overall average for instructional delivery will increase from 2.1 to 4.0 for the 2020-2021 school year. Common Planning sessions will begin with "the end in mind" and after reviewing the contents of the standard, the end of unit/module assessment will be reviewed and then the team will spend time reviewing learning tasks to ensure that student work tasks are aligned to standards and students are prepared for the assessment. Aligned Standards-Based Instruction occurs in all classrooms; however, it is not consistent on a daily basis. Through classroom walk-throughs and observations, the alignment of student learning tasks will be observed 70% of the time in classrooms as indicated by the Standards-Based Walk-Through Dashboard.
Person responsible for monitoring outcome:	Michelle Matthews (easterm@duvalschools.org)
Evidence-based Strategy:	Weekly Admin-Led Common Planning will take place in the building with ELA, Math, and Science Teachers. Principal Matthews will oversee weekly ELA Common Planning sessions; Assistant Principal Hughes will oversee weekly Math Common Planning sessions. Both administrators will work collaboratively with teachers that teach Science to review Science standards and discuss ways of integrating the ELA Informational Standards into the Science block. The agenda for Common Planning Sessions will always include the standard and the week's prior data for Standards Focus Board and Instructional Delivery. Teachers will be be expected to bring a copy of the upcoming assessment with them to each session. The dials from the Standards-Based Walk-Through Board for Standards Focus Board and Instructional Delivery will be posted on Weekly Agendas for teachers to review and compare progress from week to week.
Rationale for Evidence-based Strategy:	Weekly Common Planning Sessions hold all parties accountable for student growth and overall school improvement. Agendas for sessions will be made available in advance and exit tickets will be used to monitor effectiveness of sessions. All sessions will focus on Standards-Aligned Instruction, including what standards-based assessments look like. Administration will share with teachers that lesson plans are to be posted in a common area each classroom for easy reference by Monday mornings. Last year, the focus was

solely on ensuring small-group plans were easily accessible to ensure that differentiated small-group instruction was occurring daily. The expectation will be shared for both Whole-Group and Small-Group Instruction to be easily accessible upon entry into the classroom will continue.

Through the review of end of module/unit assessments, any district assessments, and sample state assessments, teachers will work collaboratively to ensure that the learning tasks that they are assigning to students are aligned and as rigorous as what they will see during school, district, and state assessment windows.

Action Steps to Implement

Weekly ELA Common Planning Sessions with Teachers (including access to any Duval HomeRoom teachers).

Person Responsible Michelle Matthews (easterm@duvalschools.org)

Weekly Math Common Planning Sessions with Teachers (including access to any Duval HomeRoom teachers).

Person Responsible Kimberly Hughes (howardk2@duvalschools.org)

Bi-Monthly ELA Committee Meetings with ELA Committee based on identified school-wide focus standards (i.e. RL.2.4, RI.2.4, RI.1.2) on Early Dismissal Day and one other date and time selected and agreed upon by committee members.

Person Responsible Michelle Matthews (easterm@duvalschools.org)

Bi-Monthly Math Committee Meetings with Math Committee based on identified school-wide focus standards on Early Dismissal Day and one other date and time selected and agreed upon by committee members.

Person Responsible Kimberly Hughes (howardk2@duvalschools.org)

Provide supports, resources, and information regarding School-Wide Events (i.e. Science Fair, Vocabulary Parade) for K-4 Science teachers to implement in an effort to ensure that Science instruction occurs in all grade levels.

Person Responsible Melanie Gibson (rollinsm@duvalschools.org)

Share data from weekly walk-throughs with teachers by making a part of PLC agendas so that everyone can review data analyze trends, etc.

Person Responsible Michelle Matthews (easterm@duvalschools.org)

Additional Schoolwide Improvement Priorities

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

Attendance will be monitored across all grade levels, including students enrolled in Duval HomeRoom. All students retained 1 year will need a PMP in Focus and quarterly meetings will be held to discuss students' progress.

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 Forest School of the Arts has a PBIS Professional Learning Community that works collaboratively to ensure that all stakeholders are aware of our school's efforts regarding keeping the campus a safe and friendly place. The PBIS PLC will meet 1-2 times each month and then grade level/department representatives will take information back to share with their teams. Some of the initiatives for PBIS for the 2020-2021 school year include:

*Culture of CAREacter Activities in Class
*Wellness Wednesdays
*Calm Classroom
*Class Dojo
*Student of the Month
*Positive Referrals for Students and Staff

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: Professional Learning Communities	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
		Total:	$0.00