

Duval County Public Schools

Pinedale Elementary School



2021-22 Schoolwide Improvement Plan

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Pinedale Elementary School

4228 DIGNAN ST, Jacksonville, FL 32254

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

Demographics

Principal: Andrea Willis

Start Date for this Principal: 4/20/2020

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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 White Students Economically Disadvantaged Students*
School Grades History	2018-19: D (39%) 2017-18: C (53%) 2016-17: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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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Pinedale Elementary School

4228 DIGNAN ST, Jacksonville, FL 32254

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	86%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Pinedale, our future is BRIGHT.

Our students are:

Brilliant

Resilient

Inclusive

Goal-driven

Honest

Team Players prepared to lead and learn with confidence.

Provide the school's vision statement.

At Pinedale:

We are one team with one vision.

We are leaders, learners, believers in people.

We have goals and hustle hard to reach them.

We respect differences and empower each other to show up authentically.

We are ALL IN to MAKE IT HAPPEN for kids every day.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Fulginiti, Katharine	Principal	Ensures the highest academic standards and a safe and secure learning environment for all students. Leads, manages, supervises, and administers all programs, policies and activities of the school. Monitors instruction, ensures implementation of district curriculum and assesses effectiveness of instructional and support personnel.
Jones, Latarsha	Assistant Principal	Steward of mission and vision and school safety. Ms. Jones serves as the administrator over: Reading/ELA, Title I, TitleIX, PreK, and PTA/Parent Involvement. She supports climate and culture and is responsible for primary discipline.
Gibson, Jack	Assistant Principal	Steward of mission and vision and school safety. Ms. Jones serves as the administrator over: Math, PRIDE, Testing, and afterschool liaison. He supports climate and culture and is responsible for intermediate discipline.
Jenkins, Tysha	Instructional Coach	Ms. Jenkins serves as our reading coach. She spearheads weekly common planning and PLCs focusing support on standards-based instruction. She completes weekly coaching cycles as needed and oversees 3rd grade portfolios and the school-wide literacy committee.
Reese, Collondra	School Counselor	Ms. Reese serves as the Pinedale guidance counselor. She supports social-emotional learning through Calm Classroom and classroom guidance lessons. She spearheads the RTI process and oversees the Multidisciplinary Team. She also is a member of the Foundations and Cultural committees as she supports climate, culture, and parent involvement.

Demographic Information

Principal start date

Monday 4/20/2020, Andrea Willis

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.*

1

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.*

6

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

365

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	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	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Date this data was collected or last updated

Tuesday 7/6/2021

2020-21 - 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	58	55	62	77	63	88	0	0	0	0	0	0	0	403
Attendance below 90 percent	15	23	20	25	15	24	0	0	0	0	0	0	0	122
One or more suspensions	13	13	17	22	16	29	0	0	0	0	0	0	0	110
Course failure in ELA	1	3	0	0	0	5	0	0	0	0	0	0	0	9
Course failure in Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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	34	46	49	52	42	59	0	0	0	0	0	0	0	282

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	1	0	1	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	2	1	4	0	0	0	0	0	0	0	7

2020-21 - 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	58	55	62	77	63	88	0	0	0	0	0	0	0	403
Attendance below 90 percent	15	23	20	25	15	24	0	0	0	0	0	0	0	122
One or more suspensions	13	13	17	22	16	29	0	0	0	0	0	0	0	110
Course failure in ELA	1	3	0	0	0	5	0	0	0	0	0	0	0	9
Course failure in Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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	34	46	49	52	42	59	0	0	0	0	0	0	0	282

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	1	0	1	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	2	1	4	0	0	0	0	0	0	0	7

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				42%	50%	57%	40%	50%	56%
ELA Learning Gains				56%	56%	58%	55%	51%	55%
ELA Lowest 25th Percentile				42%	50%	53%	68%	46%	48%
Math Achievement				37%	62%	63%	51%	61%	62%
Math Learning Gains				35%	63%	62%	52%	59%	59%
Math Lowest 25th Percentile				24%	52%	51%	56%	48%	47%
Science Achievement				40%	48%	53%	46%	55%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	18%	51%	-33%	58%	-40%
Cohort Comparison						
04	2021					
	2019	52%	52%	0%	58%	-6%
Cohort Comparison		-18%				
05	2021					
	2019	39%	50%	-11%	56%	-17%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	28%	61%	-33%	62%	-34%
Cohort Comparison						
04	2021					
	2019	37%	64%	-27%	64%	-27%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-28%				
05	2021					
	2019	28%	57%	-29%	60%	-32%
Cohort Comparison		-37%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	36%	49%	-13%	53%	-17%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The following progress monitoring tools are used in grades 3rd-5th:

Quarterly Progress Monitoring Assessments (PMAs)

Freckle/STAR Assessment (Blended learning platform that targets standards in ELA and math)

Acaletics (Monthly math assessment that measures progress on ALL standards)

Weekly Lesson Checks in ELA (Standards aligned)

Weekly Mastery Checks in Math (Standards aligned)

Corrective Reading (Reading Intervention program targeting individual reading levels)

The following progress monitoring tools are used in grades Kg-2nd:

iReady (measures individual math and reading growth)

Benchmark Unit Assessments (standards aligned)

Reading Mastery (Reading intervention program targeting individual reading levels)

Acaletics (2nd Grade Math monthly mastery assessments)

**Scores for 1st and 2nd outlined below come from iReady overall scale scores.

**Percents outlined below for 3rd, 4th, and 5th represent the percent of students in Yellow & Green on the PMAs.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	387	395	434
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	363	374	400
	Economically Disadvantaged			
	Students With Disabilities			
Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	413	438	442
	Economically Disadvantaged			
	Students With Disabilities			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	377	402	408
	Economically Disadvantaged			
	Students With Disabilities			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		24.6	27.1
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		34.9	33.3
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		53.3	39.2
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		37.8	44.2
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		58.3	64.2
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		46.9	35.3
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		63.8	59.6
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	26	35		41	44		25				
BLK	29	62	60	45	54	50	23				
HSP	55			80							
WHT	33			62							
FRL	28	63	64	45	52	45	21				
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	49	44	25	46	46	38	36				
BLK	39	52	44	33	29	16	33				
HSP	54	55		46	36						
WHT	53	63		63	56						
FRL	41	54	42	37	34	22	39				

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	38	38		45	31	18	40				
BLK	37	53	72	50	52	57	50				
HSP	37	69		47	50						
WHT	54	56		56	53						
FRL	41	55	64	52	53	54	50				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	48
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	335
Total Components for the Federal Index	7
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
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%	
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%	

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%	
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	
White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Looking at FSA data from 2019 to 2021, there was an increase in 5/7 subgroups (Math Prof, Math Gains, Math LPQs, Reading Gains, Reading LPQs). Pinedale declined in Reading Proficiency and Science. There is a correlation between reading and science which can help make sense of this trend. The science test is also a reading test. 3rd grade data (both math and reading) are lowest across all grade levels and can be attributed to the level of comprehension required to pass to make sense of and pass the 3rd grade FSA. Pinedale primary data (K-2nd) shows that students make progress each year but not enough to have them on grade level by 3rd grade. Additionally, 35% of students in 3rd, 4th, and 5th grade have an IEP and fall into the SWD sub category. Our PRIDE (EBD) and CSS (Autism) SWD performed significantly lower than other students in the school. We attribute this to both social-emotional needs and test structure/demands. We must spend more time strategizing and supporting our SWD.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Reading fluency and comprehension is the greatest need.
Accommodating the needs of SWD is the second greatest need.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors of the reading comprehension gap include: Tension between "teaching the standard" and teaching and practicing reading strategies and cultivating the love of reading, LAFs curriculum (should be used as a supplement rather than core curriculum and is not entirely aligned to standards), lack of time to common plan, analyze data, and action plan, COVID-19 learning gap, lack of access to reading resources at home, social and emotional trauma that impacts critical thinking and attendance.

New actions: Pre-modified curriculum and better aligned equivalent assessment experiences, additional reading interventionist to support small group instruction in primary grades, strategic master schedules that allows for extended common planning once a month and strategic reading pull outs with LPQs during center rotations.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math proficiency increased by 12% and math gains increased by 19%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Pinedale had a strong math coach who met with teachers multiple times throughout the week to plan standards-aligned lessons and analyze progress monitoring data. Math coach turned into interventionist half-way through the year and pulled small groups for targeted instruction. After school tutoring supported small group instruction.

What strategies will need to be implemented in order to accelerate learning?

Targeted coaching support needs to expand to primary grades. As a school we must focus on questioning and gradual release to continue to put burden of thinking and learning on students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

School-wide coaching cycles with each teacher will take place during quarter 2. This will happen before informal and formal observations to help build instructional capacity and a collaborative environment. Cycles will target teacher need and be aligned to instructional practice in CAST rubric. Specific focus also includes gradual release and questioning.

Weekly planning "deep-dives" with the reading coach allow teachers extra planning time.

Video PLCs will be used to reflect on instructional delivery. This protocol comes out of the University of Washington.

Lesson studies and co-observations will allow teachers to visit other classrooms to share instructional practices.

Primary teachers will engage in monthly Benchmark sessions the dig in to the new Benchmark curriculum.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our literacy team is comprised of 2 literacy interventionists, coach, and a media specialist and school leadership team. We have structured our master schedule to allow for collaborative planning and targeting small group instruction. We have revamped our reading intervention program to ensure that all students engage in intervention 8:45-9:30 every morning. We have additional structures in place for teachers to receive support (Deep dives, coaching cycles, lesson studies, Video PLCs) and for students to receive support (Tutoring, Lunch Bunch, Home learning).

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale:	Pinedale second graders are consistently entering third grade more than a year behind in reading. This ultimately correlates to low our historically low FSA third grade reading proficiency data. We notice that students are struggling with the transition to 3rd grade as the instructional demands require reading comprehension and a greater level of independence. We know our primary teachers need more coaching and instructional support. This year, as we transition to BEST standards, we will prioritize coaching and developing teachers using the BEST standards.
Measurable Outcome:	100% of teachers will plan and deliver standards aligned lessons in alignment to the BEST standards. KG through 2nd graders will make stretch growth as measured by iReady in reading and math. 85% of rising third graders will start third grade on or above grade level.
Monitoring:	Weekly standards walk throughs will monitor teacher planning and delivery. Student reading and math data will be monitored by monthly iReady checks and ongoing formative assessments.
Person responsible for monitoring outcome:	Katharine Fulginiti (beattyk1@duvalschools.org)
Evidence-based Strategy:	Weekly common planning sessions with teachers, coaches, and interventionists. Support from reading interventionists and math interventionist and media specialist will allow for additional small group standards based instruction and remediation if standards are not met the first time taught. Data chats with teachers, coaches, and interventionists. These chats will allow the team to analyze progress and collaborate on next steps. Blended learning platforms (iReady, STAR, RAZ, FRECKLE) will assist with standards based BEST instruction. Technology is an integral part in this implementation. Before school, after school, and lunch tutoring will also help supplement standards-aligned instruction. Given data (students are behind), one-on-one and small group tutoring will support instructional goals.
Rationale for Evidence-based Strategy:	Reading and math interventionists are a crucial part of the instructional strategy to support student and meet their needs. Common planning and data chats create an instructional cycle that promotes and monitors progress. Technology is essential in supplementing standards based lessons. Tutoring will help insure all students needs are met.

Action Steps to Implement

Weekly instructional walks to monitor fidelity of plans and implementation of curriculum and blended learning.

Person Responsible Latarsha Jones (jonesl15@duvalschools.org)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: 5 Essentials survey indicates this is an area for improvement (35, weak). We know that teacher collaboration impacts effectiveness of lessons and promotes a positive school culture.

Measurable Outcome: 5 Essentials survey will move from 35 (weak) to at least 65 (strong).

Monitoring: We will survey teachers quarterly in alignment to 5Essentials survey questions.
We will monitor involvement in weekly planning sessions.

Person responsible for monitoring outcome: Katharine Fulginiti (beattyk1@duvalschools.org)

Evidence-based Strategy:

- Weekly common planning sessions which focus on standards based planning and delivery methods in alignment to highly effective teaching
- Monthly PD that focuses on vertical alignment (planning) and video PLCs which focus on instructional delivery
- Peer observations and lesson studies
- We will use coaches, interventionists, and our media specialist to facilitate planning sessions and lesson studies

Rationale for Evidence-based Strategy: We want to provide opportunities for collaboration both vertically and horizontally as well as across grade levels. We must establish collective responsibility for results. We must align on academic language and approach.

Action Steps to Implement

Create a scope and sequence for professional development for Q1 and Q2. This should include a timeline and distribution of coaching cycles, priorities for common planning, and data analysis dates.

Person Responsible Jack Gibson (gibsonj@duvalschools.org)

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

Area of Focus Description and Rationale: 46% of students at Pinedale have an IEP. We will focus on improving scores of SWD as well as ensuring that academic achievement across race and ethnicity is proportional.

Measurable Outcome: 75% of SWD will show academic learning gains.
We will increase schoolwide reading proficiency of SWD by 5%.

Monitoring: We will disaggregate data throughout the year (PMA, Blended Learning, Equivalent Assessments) based on ESSA groups to monitor progress. We will discuss about disaggregated data during quarterly data chat conversations.

Person responsible for monitoring outcome: Katharine Fulginiti (beattyk1@duvalschools.org)

Evidence-based Strategy: We will partner with district ESE specialists to conduct ongoing PD for ALL teachers in methods for supporting students with disabilities.
The leadership team will monitor that accommodations are being implemented and documented appropriately.

Rationale for Evidence-based Strategy: Pinedale needs additional PD as well as systems to monitor accountability. These strategies allow us to do both.

Action Steps to Implement

Set up initial meeting then follow up meeting with district ESE support. This includes behavior therapist and ESE specialist to assist with RTI.

Person Responsible: Katharine Fulginiti (beattyk1@duvalschools.org)

#4. Instructional Practice specifically relating to ELA

Based on 2020-21 data, ELA was identified as a critical need. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas.

**Area of Focus
Description and
Rationale:**

o The percentage of students in grades 3-5, below Level 3 on the 2021 statewide, standardized English Language Arts assessment are as follows: 3rd grade is 81%, 4th grade is 81%, and 5th grade is 62%.

o The percentage of students in kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment is as follows: 1st - 66% and 2nd - 71%

K-5 data:

*Increase percentage of K-2 students scoring "At Grade Level" or above by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

Measurable Outcome:

*Increase percentage of 3 -5 grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

Monitoring:

Our school leadership team, district content specialist support, and Supplemental Instructional APs will review ELA data from district assessments.

**Person responsible for
monitoring outcome:**

Katharine Fulginiti (beattyk1@duvalschools.org)

Data Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, implementation, and checking for understanding when lesson planning.

**Evidence-based
Strategy:**

Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered. Small group instruction will allow teachers to meet students at their level to support their needs.

Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity. Checking effectiveness from student data.

Instructional Reviews with Action Plans: Collecting data from classrooms in

real time and providing immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.

Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection. <https://www.ascd.org/el/articles/howto-plan-effective-lessons>

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners. <https://www.ascd.org/el/articles/turn-small-reading-groups-intobig-wins>

Rationale for Evidence-based Strategy:

Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class. <https://www.ascd.org/el/articles/how-student-progressmonitoring-improves-instruction>

Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next steps. It may be used by the school alone or with the assistance of the support lead. <https://institutionalresearch.syr.edu/what-we-do/student-ratings/creating-an-action-plan/action-plan-teachingstrategies/>

Action Steps to Implement

Ensure teachers are equipped and comfortable with all four strategies listed above. Professional Development during Early Release Days and Common Planning will be essential for Leadership to support teachers. Based on observational data and teacher feedback, PD topics will be set before each Early Release and Common Planning.

Person Responsible Latarsha Jones (jonesl15@duvalschools.org)

During Common Planning and individual teacher data chats, specific data pertaining to ELA reading and student success will be discussed and analyzed to ensure we are monitoring progress.

Person Responsible Tyesha Jenkins (weatherspoont1@duvalschools.org)

Give immediate feedback on any observations/walkthroughs conducted by state support, school leadership, district content specialists, and district leadership.

Person Responsible Katharine Fulginiti (beattyk1@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our referrals and incidents from SWD are disproportionate to other students. Our team needs to reflect on what and how we are supporting our SWD and what social emotional learning is needed at Pinedale. Our goal is to decrease referrals and OSS by 10%.

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.

Our mission and vision drive school culture. As a team we have identified indicators for each of our core values and have aligned as a staff on what excellent teaching and learning look like and sound like. The leadership team operates with the belief that "the speed of the leader is the speed of the team." We set the example and are focused on instruction and building relationships with all stakeholders. Our foundations committee has collaborated on effective systems to ensure safety and efficiency. We will monitor discipline data each month by tracking referrals and OSS. We will support our teachers in implementing PBIS in their classrooms. We will leverage support of our school social worker when social-emotional needs of students are not met. We will implement Zones of Regulation in PRIDE and CSS to help students regulate emotions and will implement Wellness Wednesdays lessons on Early Release professional development days.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Parents/Guardians--We believe partnering with our families is an integral component to providing an excellent education. We work to communicate clearly and consistently. We work to involve our families as much as possible through virtual and in-person events and invite them to SAC and PTA meetings.

Community Members and Business Partners--We need to establish more connections in the community. This is an area of growth we are working on this year.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: B.E.S.T. Standards				\$160,232.43
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7300	110-Administrators	0931 - Pinedale Elementary School	UniSIG	0.5	\$37,026.00
			<i>Notes: Supplemental Instructional Assistant Principal - This is not a new position. The primary role of the supplemental instructional assistant principal is to provide additional administrative instructional support to content area teachers of students who are in a state assessed grade and/or course based upon a tiered level of needed support. The supplemental instructional AP will work in coordination with the Innovation and School Improvement Region Executive Directors and the School principal to: -Provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement and closing the achievement gap in tested grades; -The Supplemental Assistant Principal will also serve as the lead of grade level ELA, Math, and Science Professional learning communities based upon school data reviews; -To ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and -support the effective use of benchmarks, learning, and expectations. - Provide direct feedback measures to identified instructional staff to ensure accountability for all participants engaged in the educational process. -Support and promote a positive learning culture through job-embedded, real time provide coaching of identified instructional staff in the application of best practices for increasing student achievement and standards mastery The same employee from last year will continue this year. This position was approved using UniSIG funds last year. The position is shared and split funded with Timucuan Elem (25%) and Highlands Middle (25%).</i>			
	7300	210-Retirement	0931 - Pinedale Elementary School	UniSIG		\$4,006.21
			<i>Notes: Supplemental Instructional Assistant Principal Retirement at 10.82%</i>			
	7300	220-Social Security	0931 - Pinedale Elementary School	UniSIG		\$2,832.49
			<i>Notes: Supplemental Instructional Assistant Principal Social Security/Medicare at 7.65%</i>			
	7300	231-Health and Hospitalization	0931 - Pinedale Elementary School	UniSIG		\$5,935.27
			<i>Notes: Supplemental Instructional Assistant Principal Group Health at 16.03%</i>			
	7300	232-Life Insurance	0931 - Pinedale Elementary School	UniSIG		\$7.41
			<i>Notes: Supplemental Instructional Assistant Principal Group Life at 0.02%</i>			
	7300	240-Workers Compensation	0931 - Pinedale Elementary School	UniSIG		\$610.93
			<i>Notes: Supplemental Instructional Assistant Principal Workers Comp at 1.65%</i>			
	7300	290-Other Employee Benefits	0931 - Pinedale Elementary School	UniSIG		\$192.54
			<i>Notes: Supplemental Instructional Assistant Principal Flex Benefits at 0.52%</i>			
	5100	120-Classroom Teachers	0931 - Pinedale Elementary School	UniSIG	1.0	\$48,737.70
			<i>Notes: Reading 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. The school will need to push-in and pull-out students to form small group instruction. The qualifications are: Education- Bachelor's degree from an accredited college or university. Experience: 3 years continuous teaching experience at the elementary level; 4 years continuous reading teaching at the secondary level. Salary is based on verified years of teaching experience. Certifications & Licenses: Florida Teaching certificate in Elementary Education K-6 (Elem.</i>			

			<i>level); Florida teaching certificate in Reading OR Reading endorsement at the secondary level. 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 line item was approved using UniSIG funds last year.</i>			
	5100	210-Retirement	0931 - Pinedale Elementary School	UniSIG		\$5,273.42
			<i>Notes: Reading Interventionist Retirement at 10.82%</i>			
	5100	220-Social Security	0931 - Pinedale Elementary School	UniSIG		\$3,728.43
			<i>Notes: Reading Interventionist Social Security/Medicare at 7.65%</i>			
	5100	230-Group Insurance	0931 - Pinedale Elementary School	UniSIG		\$7,812.65
			<i>Notes: Reading Interventionist Group Health at 16.03%</i>			
	5100	230-Group Insurance	0931 - Pinedale Elementary School	UniSIG		\$9.75
			<i>Notes: Reading Interventionist Group Life at 0.02%</i>			
	5100	240-Workers Compensation	0931 - Pinedale Elementary School	UniSIG		\$804.17
			<i>Notes: Reading Interventionist Workers Comp at 1.65%</i>			
	5100	290-Other Employee Benefits	0931 - Pinedale Elementary School	UniSIG		\$253.44
			<i>Notes: Reading Interventionist Flex Benefits at 0.52%</i>			
	5100	120-Classroom Teachers	0931 - Pinedale Elementary School	UniSIG	0.5	\$24,000.00
			<i>Notes: Reading Interventionist (.5) - 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. The school will need to push-in and pull-out students to form small group instruction. The qualifications are: Education- Bachelor's degree from an accredited college or university. Experience: 3 years continuous teaching experience at the elementary level; 4 years continuous reading teaching at the secondary level. Salary is based on verified years of teaching experience. Certifications & Licenses: Florida Teaching certificate in Elementary Education K-6 (Elem. level); Florida teaching certificate in Reading OR Reading endorsement at the secondary level. This is a new line item this year. The school is requesting an additional Reading Interventionist to work specifically with the primary grades. Due to a decrease in Title I funds, the school is requesting UniSIG cover half of this Reading Interventionist. The school has a candidate, if this line is approved.</i>			
	5100	210-Retirement	0931 - Pinedale Elementary School	UniSIG		\$2,596.80
			<i>Notes: Reading Interventionist Retirement at 10.82%</i>			
	5100	220-Social Security	0931 - Pinedale Elementary School	UniSIG		\$1,836.00
			<i>Notes: Reading Interventionist Social Security/Medicare at 7.65%</i>			
	5100	231-Health and Hospitalization	0931 - Pinedale Elementary School	UniSIG		\$3,847.20
			<i>Notes: Reading Interventionist Group Health at 16.03%</i>			
	5100	232-Life Insurance	0931 - Pinedale Elementary School	UniSIG		\$4.80
			<i>Notes: Reading Interventionist Group Life at 0.02%</i>			

	5100	240-Workers Compensation	0931 - Pinedale Elementary School	UniSIG		\$396.00
			Notes: Reading Interventionist Workers Comp at 1.65%			
	5100	290-Other Employee Benefits	0931 - Pinedale Elementary School	UniSIG		\$124.80
			Notes: Reading Interventionist Flex Benefits at 0.52%			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0931 - Pinedale Elementary School	UniSIG		\$7,724.24
			Notes: Interactive Display Carts 2 qty - Technology needed to support 4th and 5th grade students in standards-based instruction in reading, math, science, and social studies. The school currently does not have enough AV carts for every core teacher. These are essential to standards-based instruction and implementing the curriculum.			
	5100	510-Supplies	0931 - Pinedale Elementary School	UniSIG		\$2,472.18
			Notes: Paper, toner, composition books, pens, pencils, chart paper, post it notes, crayons,			
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning				\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$13,846.39
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	369-Technology-Related Rentals	0931 - Pinedale Elementary School	UniSIG		\$992.00
			Notes: StemScopes Software Grade 3 & 4 80 licenses: Standards aligned investigation materials to supplement 3rd and 4th grade science standards. 5th Grade data indicates that students have not mastered 3rd and 4th grade standards. The school needs additional materials at 3rd and 4th grade level for students to help master standards before 5th grade.			
	5100	510-Supplies	0931 - Pinedale Elementary School	UniSIG		\$6,053.40
			Notes: StemScopes Hands on Kit Grade 3, Consumable Kit Grade 3 Hands On Kit Grade 4, Consumable Kit Grade 4 - Standards aligned investigation materials to supplement 3rd and 4th grade science standards. 5th Grade data indicates that students have not mastered 3rd and 4th grade standards. The school needs additional materials at 3rd and 4th grade level for students to help master standards before 5th grade.			
	6400	369-Technology-Related Rentals	0931 - Pinedale Elementary School	UniSIG		\$250.00
			Notes: StemScopes PD Webinar Implementation Science - This line item is needed to ensure the supplemental materials and online program is implemented with fidelity.			
	5100	369-Technology-Related Rentals	0931 - Pinedale Elementary School	UniSIG		\$352.80
			Notes: Online World Book Kids School, Online Discover School Online- World Book Student Schools Needed for literacy support in media and during small group reading instruction for grades K-5. Directly used to support Informational text standards and specifically targets LAFS.5.RI.2.6 (analyzing multiple accounts of same event in informational text) and LAFS.5.RI.3.7 (draw information from multiple print or digital sources).			
	5900	120-Classroom Teachers	0931 - Pinedale Elementary School	UniSIG		\$5,160.00
			Notes: Tutoring \$24 per hour 215 hours - The line item will be used to support grade levels 3-5 tutors to assist with the achievement gaps. Tutoring will be offered to students in the lowest performing quartile in grade level 3-5. Certified teachers will have the opportunity to sign up on a first come, first serve basis. The tentative dates are October 4th - December 10th (before school, after school, or Saturday school). The subject areas will be Math, ELA, and Science.			

	5900	210-Retirement	0931 - Pinedale Elementary School	UniSIG		\$558.31
			Notes: Tutoring benefits Retirement 10.82%			
	5900	220-Social Security	0931 - Pinedale Elementary School	UniSIG		\$394.74
			Notes: Tutoring benefits Social Security 7.65%			
	5900	240-Workers Compensation	0931 - Pinedale Elementary School	UniSIG		\$85.14
			Notes: Tutoring benefits Workers Compensation 1.65%			
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$184,110.00