Pine Forest Elementary School

2021-22 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: 7/1/2018

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
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 Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (61%) 2016-17: B (58%)
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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Pine Forest Elementary School

3929 GRANT RD, Jacksonville, FL 32207

http://www.duvalschools.org/pineforest

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	69%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		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.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

As a success-oriented school, Pine Forest School of the Arts drives academic achievement and nurtures artistic self-expression within a cooperative learning environment for all students.

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	Position Title	Job Duties and Responsibilities
Matthews, Michelle	Principal	*Instructional Leader for All *Primary Support Person for English Language Arts *Primary Support Person for Arts Resource Classes *Supports 5th Grade Science *Teacher Retention *Climate and Culture Lead *Leadership Team Chair Person *Operational Manager *Communicator with All Stakeholders via Weekly Emails *Lead Magnet Coordinator *Works with Counselor to Improve the MTSS Process
Hughes, Kimberly	Assistant Principal	*Instructional Leader for All *Primary Support Person for Mathematics *Supports 5th Grade Science *Teacher Retention *PBIS Team Chair Person *Lead Student Discipline/PBIS *Testing Coordinator *Textbook Coordinator
Gibson, Melanie	Teacher, K-12	*5th Grade Science Teacher *Science Committee Chair *Co-Safety Patrol Sponsor
Mattiace, Johna	Teacher, K-12	*Kindegarten Lead Teacher
Herkel, Michelle	Teacher, K-12	*Visual Arts Teacher *Lead Magnet Teacher
Smith, Rachel	Teacher, K-12	*Lead 4th Grade Teacher *4th Grade ELA Teacher *School Technology Coordinator
Bolen, Juli	Teacher, ESE	*Lead ESE Teacher *K-5 ELA ESE Teacher
Wertz, Linda	Teacher, K-12	Lead 2nd Grade Teacher

Demographic Information

Principal start date

Sunday 7/1/2018, 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.*

0

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.*

0

Total number of teacher positions allocated to the school

23

Total number of students enrolled at the school

449

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

0

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

2

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	60	72	79	86	75	98	0	0	0	0	0	0	0	470
Attendance below 90 percent	0	17	25	15	18	16	0	0	0	0	0	0	0	91
One or more suspensions	0	1	1	1	1	1	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	2	0	3	0	0	0	0	0	0	0	0	5
Course failure in Math	0	0	1	0	4	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	4	28	30	12	58	0	0	0	0	0	0	0	132
Level 1 on 2019 statewide FSA Math assessment	0	9	32	46	25	43	0	0	0	0	0	0	0	155
Number of students with a substantial reading deficiency	0	4	28	30	12	58	0	0	0	0	0	0	0	132

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	6	28	29	17	39	0	0	0	0	0	0	0	119

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	3	0	0	0	0	0	0	0	0	4
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

Wednesday 9/15/2021

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	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	

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	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	

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				69%	50%	57%	70%	50%	56%
ELA Learning Gains				68%	56%	58%	66%	51%	55%
ELA Lowest 25th Percentile				50%	50%	53%	54%	46%	48%
Math Achievement				63%	62%	63%	64%	61%	62%
Math Learning Gains				60%	63%	62%	66%	59%	59%
Math Lowest 25th Percentile				38%	52%	51%	44%	48%	47%
Science Achievement				58%	48%	53%	63%	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	68%	51%	17%	58%	10%
Cohort Comparison						
04	2021					
	2019	71%	52%	19%	58%	13%
Cohort Comparison		-68%				
05	2021					
	2019	71%	50%	21%	56%	15%
Cohort Comparison		-71%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	66%	61%	5%	62%	4%
Cohort Comparison						
04	2021					
	2019	66%	64%	2%	64%	2%
Cohort Comparison		-66%				
05	2021					
	2019	58%	57%	1%	60%	-2%
Cohort Comparison		-66%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	58%	49%	9%	53%	5%
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 progress monitoring tools used for K-2 during the 2020-2021 school year was iReady for both English Language Arts (ELA) and Mathematics.

The progress monitoring tools used for 3rd-5th grade during the 2020-2021 school year were district-created progress monitoring assessments that contained questions and items aligned to the Florida Standards for ELA and Math.

As more standards were taught throughout the school year, more standards were assessed. For example, in the Fall, only approximately 1/3 of standards were assessed.

Grade 1				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	36%	50%	63%
	Economically Disadvantaged	27%	38%	50%
	Students With Disabilities	33%	405	45%
	English Language Learners	0%	0%	)%
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	14%	28%	53%
	Economically Disadvantaged	9%	22%	40%
	Students With Disabilities	25%	20%	45%
	English Language Learners	0%	0%	0%

Grade 2				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	35%	56%	66%
	Economically Disadvantaged	38%	43%	29%
	Students With Disabilities	38%	43%	29%
	English Language Learners	0%	0%	0%
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	15%	32%	42%
	Economically Disadvantaged	11%	22%	29%
	Students With Disabilities	13%	29%	14%
	English Language Learners	0%	0%	100%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53%	75%	68%
	Economically Disadvantaged	40%	68%	48%
	Students With Disabilities	38%	43%	29%
	English Language Learners	100%	100%	100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	56%	61%	66%
	Economically Disadvantaged	41%	46%	52%
	Students With Disabilities	29%	43%	33%
	English Language Learners	100%	100%	100%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56%	76%	64%
	Economically Disadvantaged	46%	63%	44%
	Students With Disabilities	11%	43%	50%
	English Language Learners	100%	100%	100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	56%	64%	49%
	Economically Disadvantaged	46%	52%	44%
	Students With Disabilities	30%	42%	55%
	English Language Learners	100%	67%	100%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	51%	66%	69%
	Economically Disadvantaged	20%	47%	54%
	Students With Disabilities	15%	17%	27%
	English Language Learners	50%	100%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	55%	60%	49%
	Economically Disadvantaged	33%	41%	22%
	Students With Disabilities	23%	25%	30%
	English Language Learners	100%	100%	100%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	68%	62%	59%
	Economically Disadvantaged	41%	40%	32%
	Students With Disabilities	46%	17%	36%
	English Language Learners	50%	100%	0%

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	37	67		33	25		27				
BLK	48	55	43	36	32	20	27				
HSP	84			84							
WHT	79	71		73	63		71				
FRL	47	42	30	37	28	14	31				
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				

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	50
OVERALL Federal Index Below 41% All Students	NO
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	347
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	84
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	71
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	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

ELA: Students lack reading stamina and struggle with vocabulary and questions related to main idea. Fluency is also a school-wide concern.

Math: Students lack fact fluency and a strong understanding of place value.

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

ELA: Main Idea, Vocabulary, Informational Text Standards--specifically around using text features

Math: Basic Addition, Subtraction, Multiplication, and Division; Place Value

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

Students need more practice throughout the year working on questions and item-types that are aligned to the standard and provide students with an equivalent assessment experience more than just when completing an assessment.

Review of how to annotate questions to have a strong understanding of what the question is asking would also be beneficial.

More exposure to item types aligned to FSA standards in the primary grades.

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

Overall, ELA showed improvement throughout the school year with Learning Gains.

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

We contribute this to the additional exposure of aligned item types created in addition to our core ELA curriculum.

In addition, we also secured a part-time tutor to work with small groups of students in ELA and Math. Administrators also worked with small groups of students 2-3 days a week per group.

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

Students need more practice throughout the year working on questions and item-types that are aligned to the standard and provide students with an equivalent assessment experience more than just when completing an assessment.

Review of how to annotate questions to have a strong understanding of what the question is asking would also be beneficial.

More exposure to item types aligned to FSA standards in the primary grades.

Weekly Fact Fluency Drills for all grade levels.

Additional dedicated RtI time in all grade levels

Additional monitoring of small-group instruction time in all grade levels.

Additional exposure to grade level content during small-group/RtI time.

Strategic use of blended learning platforms (i.e. iReady, Freckle, and Achieve 3000)

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.

Weekly Admin-Led Common Planning for ELA, Math, and Science

Frequent Classroom Walk-Throughs and visits by administration with timely feedback/next steps

Classroom Observations/Reviews of recorded lessons showing best practices during Common Planning.

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

Students need more practice throughout the year working on questions and item-types that are aligned to the standard and provide students with an equivalent assessment experience more than just when completing an assessment.

Review of how to annotate questions to have a strong understanding of what the question is asking would also be beneficial.

More exposure to item types aligned to FSA standards in the primary grades.

Weekly Fact Fluency Drills for all grade levels.

Additional dedicated RtI time in all grade levels

Additional monitoring of small-group instruction time in all grade levels.

Additional exposure to grade level content during small-group/RtI time.

Strategic use of blended learning platforms (i.e. iReady, Freckle, and Achieve 3000)

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Based on our Spring 2021 FSA data in English Language Arts (ELA) and Mathematics, our lowest performing quartile of students need improvement as 55% of our LPQ students made gains in ELA and only 19% of our LPQ students made gains in Math. To increase learning outcomes for our lowest performing quartile, we must ensure that they are exposed to grade-level content daily in a whole-group setting and throughout the week in a small-group setting.
Measurable Outcome:	Our "stretch" goals for the 2021-2022 school year are as follows: Increase Math LPQ percentage from 19% to 50% on the Spring 2022 FSA Math Assessment. Increase ELA LPQ percentage from 55% to 75% on the Spring 2022 FSA ELA Assessment. Again, these are stretch goals and we will work towards achieving them in the midst of this global COVID-19 pandemic.
Monitoring:	We will monitor our progress towards our "stretch" goals through Progress Monitoring Assessments administered in the Fall, Winter, and Early Spring in both ELA and Mathematics. We will also use other assessment measures such as end of unit/module assessments, exit tickets, performance tasks, and blended learning platform data.
Person responsible for monitoring outcome:	Michelle Matthews (easterm@duvalschools.org)
Evidence-based Strategy:	We will work collaboratively to review the standard and aligned objectives as a foundation to build our instruction and to review the tasks that are assigned to students. Beginning with the standard will be our priority for whole-group instruction.
Rationale for Evidence-based Strategy:	Students must show mastery of grade level standards. All students must be given the opportunity to work on grade level-appropriate assignments each day. The more they are exposed to grade level-appropriate text and item types, the more likely they are to achieve success on assessments.
Action Steps to Implement	

No action steps were entered for this area of focus

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Positive Behavior Intervention and Supports (PBIS) is key to creating and maintaining a successful and engaging learning environment for all students. This includes both inside the classrooms as well as in other common areas of the school. If students feel safe and happy learning in their classroom, academic student achievement will increase as students will be excited about their learning and look forward to coming to school each day.
Measurable Outcome:	To measure students' feelings of a positive and safe learning environment, we will ask our 3rd-5th grade students to participate in brief surveys aligned to our 5 Essentials data as well as other formal and informal data points through observations and feedback. Students in KDG-2nd grade will be met with as a class to participate in class discussions about the learning environment and common areas.
Monitoring:	To measure students' feelings of a positive and safe learning environment, we will ask our 3rd-5th grade students to participate in brief surveys aligned to our 5 Essentials data as well as other formal and informal data points through observations and feedback. Students in KDG-2nd grade will be met with as a class to participate in class discussions about the learning environment and common areas.
Person responsible for monitoring outcome:	Michelle Matthews (easterm@duvalschools.org)
Evidence-based Strategy:	To measure students' feelings of a positive and safe learning environment, we will ask our 3rd-5th grade students to participate in brief surveys aligned to our 5 Essentials data as well as other formal and informal data points through observations and feedback. Students in KDG-2nd grade will be met with as a class to participate in class discussions about the learning environment and common areas In addition, our school-based PBIS Team will meet monthly to review data and discuss ways to continue to improve our school's learning environment.
Rationale for Evidence-based Strategy:	Our 5 Essentials Data, Classroom/School Observations, and Feedback from teachers and staff members will be used to help continue to improve our school's culture, climate, and learning environment. Incentives will be provided to students and classes that meet class and school academic and behavioral goals.

Action Steps to Implement

No action steps were entered for this area of focus

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Positive Behavior Intervention and Supports (PBIS) is key to creating and maintaining a successful and engaging learning environment for all students. This includes both inside the classrooms as well as in other common areas of the school. If students feel safe and happy learning in their classroom, academic student achievement will increase as students will be excited about their learning and look forward to coming to school each day.
Measurable Outcome:	To measure students' feelings of a positive and safe learning environment, we will ask our 3rd-5th grade students to participate in brief surveys aligned to our 5 Essentials data as well as other formal and informal data points through observations and feedback. Students in KDG-2nd grade will be met with as a class to participate in class discussions about the learning environment and common areas.
Monitoring:	To measure students' feelings of a positive and safe learning environment, we will ask our 3rd-5th grade students to participate in brief surveys aligned to our 5 Essentials data as well as other formal and informal data points through observations and feedback. Students in KDG-2nd grade will be met with as a class to participate in class discussions about the learning environment and common areas.
Person responsible for monitoring outcome:	Michelle Matthews (easterm@duvalschools.org)
Evidence-based Strategy:	To measure students' feelings of a positive and safe learning environment, we will ask our 3rd-5th grade students to participate in brief surveys aligned to our 5 Essentials data as well as other formal and informal data points through observations and feedback. Students in KDG-2nd grade will be met with as a class to participate in class discussions about the learning environment and common areas In addition, our school-based PBIS Team will meet monthly to review data and discuss ways to continue to improve our school's learning environment.
Rationale for Evidence-based Strategy:	Our 5 Essentials Data, Classroom/School Observations, and Feedback from teachers and staff members will be used to help continue to improve our school's culture, climate, and learning environment. Incentives will be provided to students and classes that meet class and school academic and behavioral goals.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the 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.

In 2019-2020, 0.2 incidents per 100 students were reported. When compared to all elementary schools statewide, Pine Forest falls into the "LOW" category.

Behavior/Discipline Data will be documented in our student information portal and incentives and initiatives will be put into place at school, grade, class and individual student levels.

We will communicate with parents to ensure that students are following directions when at school and helping to keep our school a safe and happy learning environment for all.

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.

The school's 5 Essentials Data is one of the data sets used to continue to improve a positive school culture and environment in addition to feedback through formal/informal conversations with students, staff, and parents. Surveys are also provided to stakeholders to continue to assess the status of our school's culture and climate.

How the School Addresses Building a Positive School Culture and Climate for Faculty/Staff
*Sprit Buddies Initiative
*Teacher/Employee of the Month
*Weekly Shout Outs in Newsletters
*Social Media Posts
*Positive Notes in Classrooms
*Team Building Activities
*Potlucks/Themed Days
* "Woot Woot" Snack/Treat Cart

How the School Addresses Building a Positive School Culture and Climate for Students
* "Woot Woot" Snack/Treat Cart
* Incentive Days
* School Spirit Days

* Additional Recess/Computer Time
* Classroom BINGO
* Special Incentives for Excelling in Academics/Behavior

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

All Pine Forest Faculty and Staff Members are crucial in promoting a positive culture and environment for colleagues, students, parents, and community members.

All Faculty and Staff Members are invited to participate in initiatives to continue to improve morale.

All teachers are expected to create and maintain a positive culture and learning environment for all students.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
		Total:	$0.00