

Duval County Public Schools

Pine Forest Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	73%
2021-22 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	2021-22: B (55%) 2018-19: B (58%) 2017-18: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	73%
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	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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 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:

Pine Forest School of the Arts provides 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Matthews, Michelle	Principal	School Instructional Leader for English Language Arts and Science Admin-Led Common Planning Facilitator Lead Magnet/School Promotions Team Lead Operational Manager School Advisory Council PTA Friends of Pine Forest Foundation
Smith, Rachel	Teacher, K-12	K-5 General Music Teacher School-Based Leadership Team Member School Technology Support Person Magnet Theme/School Recruitment/Marketing Team Member
Mattiace, Johna	Teacher, K-12	Lead Kindergarten Teacher School-Based Leadership Team Member
Bolen, Juli	Teacher, ESE	Lead VE Teacher for K-5 ELA School-Based Leadership Team Member Lead MT Team Member/Designee in Absence of School Counselor
Ledoux, Laurel	Teacher, K-12	Lead 3rd Grade Math/Science Teacher School-Based Leadership Team Member Magnet Theme/School Recruitment/Marketing Team Member
Herkel, Michelle	Teacher, K-12	K-5 Visual Arts Teacher School-Based Leadership Team Member

Demographic Information

Principal start date

Sunday 7/1/2018, Michelle Matthews

Number of teachers with a 2022 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.*

4

Number of teachers with a 2022 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.*

4

Total number of teacher positions allocated to the school

21

Total number of students enrolled at the school

493

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	64	72	83	99	91	85	0	0	0	0	0	0	0	494
Attendance below 90 percent	0	40	32	0	0	0	0	0	0	0	0	0	0	72
One or more suspensions	2	2	0	0	4	0	0	0	0	0	0	0	0	8
Course failure in ELA	1	1	0	11	0	0	0	0	0	0	0	0	0	13
Course failure in Math	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	0	0	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA Math assessment	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	

Using the table above, complete the table below with the number of students by current grade level who have 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	

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	0	11	0	0	0	0	0	0	0	0	0	13
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 7/27/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	66%	50%	56%				69%	50%	57%
ELA Learning Gains	65%						68%	56%	58%
ELA Lowest 25th Percentile	44%						50%	50%	53%
Math Achievement	62%	48%	50%				63%	62%	63%
Math Learning Gains	58%						60%	63%	62%
Math Lowest 25th Percentile	43%						38%	52%	51%
Science Achievement	47%	59%	59%				58%	48%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	68%	51%	17%	58%	10%
Cohort Comparison		0%				
04	2022					
	2019	71%	52%	19%	58%	13%
Cohort Comparison		-68%				
05	2022					
	2019	71%	50%	21%	56%	15%
Cohort Comparison		-71%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	66%	61%	5%	62%	4%
Cohort Comparison		0%				
04	2022					
	2019	66%	64%	2%	64%	2%
Cohort Comparison		-66%				
05	2022					
	2019	58%	57%	1%	60%	-2%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	58%	49%	9%	53%	5%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	42	59		42	50		45				
BLK	51	58	35	46	47	35	32				
HSP	95	64		79	36						
MUL	60			67							
WHT	75	70		73	75		57				
FRL	54	62	41	50	51	45	42				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	385
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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	43
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	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	70
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	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Lack of Math Fact Fluency in Grades K-5: Students lack solid math fact fluency across all grade levels. Bi-monthly fact fluency scrimmages were put into place last year and we began to see a slight improvement. This initiative will continue this year as well.

Lack of Sight Word Fluency in Grades K-5:

Another trend that can sometimes negatively reflect reported performance data is that because we are a dedicated arts magnet school, our enrollment from year

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based off of progress monitoring and 2022 state assessments, the data components that demonstrate the greatest need for improvement include:

- *5th Grade Science
- *5th Grade Mathematics
- *5th Grade English Language Arts
- *3rd Grade English Language Arts

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

While the 2022 data shows that the grade levels and subject areas above need improvement, we must also take into consideration the cohorts of students moving up to the next grade level. Since last year's 5th graders have transitioned onto middle school, the rising 5th graders had extremely high proficiency rates in English Language Arts (ELA); however, our rising 4th graders will need more support in ELA.

In addition, we must take into consideration that this year our students will receive instruction in new standards/benchmarks using new curriculum for both ELA and Mathematics.

The area of 5th grade Science will be a focus this year to increase student achievement. In order to increase proficiency, students will engage in scrimmages aligned to the 5th grade Science standards and receive additional small-group instruction based on data and needs. It is important that students are engaged in higher-level thinking and problem solving during Science since this is the way they are typically assessed. Students often get confused on how Science questions are worded.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based off of progress monitoring and 2022 state assessments, the data components that showed the most improvement were:

- *3rd Grade Mathematics
- *4th Grade English Language Arts
- *4th Grade Mathematics
- *5th Grade Mathematics--Lowest Performing Quartile Gains

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

The factors contributing to the improvement that we saw in proficiency should be credited to the standards-based instruction that took place inside of the classrooms and the additional support of data-driven, small-group instruction (Tier 2 and Tier 3) using research-based interventions and curriculum.

The highest overall proficiency increase across all grades and subjects was 4th Grade English Language Arts.

Targeted Tier 2 and Tier 3 interventions will continue into the 2022-2023 school year and we will continue to enhance our system for documenting interventions and problem-solving as grade level and subject area teams.

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

The strategies that will need to be implemented to continue to accelerate learning include:

- *continued targeted, small-group instruction in ELA, Math, and Science classes by classroom teachers, tutors, administrators, etc. (securing tutors earlier in the school year as funding is approved and released);
- *more focus on standards-based instruction during small-group time with continued remediation as necessary during Tier 3 instruction; and
- *increase of equivalent assessment experiences/scrimmages throughout the year (fewer questions, more exposure) (i.e. 2-3 question exit ticket with question types and answer types aligned to the grade level standards/benchmarks).

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.

The school's administration will continue to meet with teachers/grade level teams weekly for admin-led common planning sessions. In addition to these sessions, ELA, Math and Science teachers will continue to meet monthly for vertical planning opportunities.

A new strategy that will be implemented this year will include Microsoft Teams channels where teachers can log in and upload resources to share with colleagues/download resources to plan with or use in the

classroom.

Finally, the opportunity to visit classrooms and observe colleagues will be used as substitute teachers are available to cover classrooms.

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

Additional services that will be implemented include:

*Tier 2 Small-Groups in the Classroom facilitated by classroom teachers and part-time tutors and/or administration that focus on grade level content with scaffolding as needed to help students experience success working in grade level text/on grade level skills.

*The development of a Microsoft Teams Page for teachers will provide one additional method of sharing and accessing resources to use in the classroom with students. Teachers will be able to upload resources to share/download resources to use with students. This page could also be used as a method for one-on-one communication between teachers and administrators outside of the school day.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Science**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

For the 2022-2023 school year, 5th Grade Science has been identified as a critical need due to an increase in proficiency from 2021-2022 to 2022-2023. The school's 5th Grade FCAT Science proficiency for Spring 2022 is 47%. It is evident based on student performance that our students need more exposure to item types and how to read through the questions and answer choices to determine what the question is asking them to know or be able to do and then to eliminate answer choices and identify the correct one.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2022-2023 school year, our goal is to increase our 5th Grade Science proficiency by 13 percentage points to reach 60% of students scoring at a Level 3 or higher.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

The 5th grade Science instruction and will be monitored by conducting weekly walk-throughs (minimum of one time per week) to observe classroom instruction and then to provide timely, student-centered feedback. Scrimmages and exit tickets aligned to 5th Grade Science standards will also be administered, scored, and then used to determine future instruction to include remediation in small-groups, if needed.

Scrimmages and exit tickets will be written so that students have more exposure to and practice with the item types that are found on both district and state summative assessments.

Person responsible for monitoring outcome:

Michelle Matthews (eastern@duvalschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

*Weekly Classroom Walk-Throughs to observe Science instruction and to ensure that the instruction is student-centered--students should be doing most of the work (i.e. reading, experimenting, data collecting).

*Scrimmages/Exit Tickets containing item types similar to what is presented on district and state assessments AND aligned to the 5th Grade FCAT Science Standards.

*Weekly Common Planning Sessions to assist with lesson planning and data analysis.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.**

*Weekly Classroom Walk-Throughs: to ensure that instruction is aligned to the standards and that a majority of the time spent in class involves students engaged in learning, completing tasks, reading independently vs. being read to and an increase of exposure of the item types found on district and state assessments.

*Scrimmages/Exit Tickets: increase of exposure of the item types found on district and state assessments; question of the day is also a strategy that will be used

Describe the resources/criteria used for selecting this strategy.

throughout the year so that the teacher can practice annotating the question and using the process of elimination strategy to help determine the best answer.

*Weekly Common Planning Sessions to assist with lesson planning and data analysis.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Weekly Classroom Walk-Throughs with timely, student-centered feedback.

Person

Responsible

Michelle Matthews (eastern@duvalschools.org)

Weekly Common Planning Sessions with 5th Grade Science teacher to plan lessons, review student work samples, analyze data sets, or write test questions aligned to standards.

Person

Responsible

Michelle Matthews (eastern@duvalschools.org)

Administration of Exit Tickets/Scrimmages provided by the district curriculum guide and/or school/district level administration.

Person

Responsible

Michelle Matthews (eastern@duvalschools.org)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Collaborative Planning is an essential piece of ensuring the academic and behavioral successes within a school building. Collaboration allows for teams to come together to share best practices and to learn from one another. The 2021-2022 school year was faced with many challenges that often interrupted planning sessions at times. The focus this year will be to continue to grow teacher leaders within the building and find creative ways to continue to plan collaboratively outside of the building during the normal work day.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>During the 2022-2023 school year, school administration will meet with grade levels/ departments once a week to engage in administrative-led common planning sessions to lesson plan, review student work samples, analyze student data or collaboratively write test item questions to provide additional equivalent assessment experiences to students.</p> <p>Meeting agendas, minutes, and feedback from surveys throughout the year will be documented and reviewed for future planning of sessions and additional professional development needs.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>The effectiveness of collaborative planning sessions will be monitored through the following:</p> <ul style="list-style-type: none"> *Classroom Walk-Throughs and Observations *Student Progress Monitoring/Performance Data *Teacher/Participant Feedback/Survey Data
Person responsible for monitoring outcome:	<p>Michelle Matthews (easterm@duvalschools.org)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	<p>*Classroom Walk-Throughs/Observations: Classroom Walk-Throughs will occur weekly throughout K-5 classrooms and indicators observed will be student-centered. Feedback based on walk-throughs will be provided to individual teachers, grade levels, and school-wide throughout the year.</p> <p>*Student Progress Monitoring Data: This year, the state of Florida is transitioning to a Progress Monitoring Tool Assessment that will be administered three times a year for English Language Arts and Mathematics. The assessments assess students on their knowledge and proficiency of the BEST Standards for both English Language Arts and Mathematics.</p>
Rationale for Evidence-based Strategy: Explain the rationale for	<p>*Teacher/Participant Feedback/Survey Data: Microsoft Forms surveys, Padlets, and other tools will be used to collect data and feedback from teachers and other faculty/ staff members participating in planning sessions. Feedback will be reviewed by administration and used to plan future professional development.</p> <p>*Classroom Walk-Throughs/Observations: Through Classroom Walk-Throughs and Observations, observers should be able to see practices, strategies, and materials discussed/developed during planning sessions implemented/used in the classroom with students.</p>

selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

*Student Progress Monitoring Data: Through best practices discussed during planning sessions along with rigorous and engaging tasks aligned to standards presented/assigned to students, we should see continuous growth in student performance as we continue to learn more about the new standards and state assessments.

*Teacher/Participant Feedback/Survey Data: Microsoft Forms surveys, Padlets, and other tools will be used to collect data and feedback from teachers and other faculty/staff members participating in planning sessions.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Classroom Walk-Throughs/Observations

Person Responsible

Michelle Matthews (eastern@duvalschools.org)

Review of Student Progress Monitoring Data (state assessments, district assessments, unit assessments, module assessments)

Person(s) Responsible: Classroom Teachers, VE Teachers and Administration

Person Responsible

Michelle Matthews (eastern@duvalschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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/postal mail
- *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
- * Positive Referrals shared over the morning news/intercom
- * Positive notes, phone calls, postcards home

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

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.