

Duval County Public Schools

Pinedale Elementary School



2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* 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%) 2015-16: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Pinedale Elementary School

4228 DIGNAN ST, Jacksonville, FL 32254

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">85%</p>

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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	Title	Job Duties and Responsibilities
Fulginiti, Katharine	Principal	Principal Fulginiti is an instructional leader responsible for: -Creating, communicating, and implementing a shared vision -Setting high goals for quality instruction and monitoring progress -Maintaining trusting and respectful relationships with all stakeholders (students, families, faculty, staff, district leadership, community) -Supporting professional development for faculty and staff -Managing resources that maximize efficiency, effectiveness, and are in alignment to vision/values -Cultivating a learning environment where students and faculty feel emotionally and physically safe
Pride, Inger	Assistant Principal	Assist principal in implementing & communicating school vision, monitoring progress, facilitating professional development, maintaining trusting and respectful relationships with stakeholders, master scheduling, issuing report cards/grades and OOF compliance, overseeing FTE DOL Duties Include: -ELA/Reading Administrator -School-wide literacy initiative -Title I Designee -CIS Afterschool Administrator -Culture & Climate Coordinator General Population (PBIS & Discipline) -School Safety Point Person
McGee, Bridget	Assistant Principal	Assist principal in implementing & communicating school vision, monitoring progress, facilitating professional development, maintaining trusting and respectful relationships with stakeholders, master scheduling, issuing report cards/grades and OOF compliance, overseeing FTE DOL responsibilities include: -Math Administrator -PRIDE Administrator -Parent Involvement/PTA -Community Partnerships -MRT Administrator -Culture & Climate Coordinator for PRIDE
Reese, Collondra	School Counselor	Social & Emotional Wellness, Enrollment, MRT/IEP -Calm Classroom Designee -Wellness Wednesdays -AntiBullying Campaign -Monthly SEL/character lessons -Rtl & MRT Coordinator -Attendance/AIT -Quarterly A/B HonorRoll Celebrations -IEP Compliance -Enrollment & Registration

Name	Title	Job Duties and Responsibilities
		-Homeless/Displaced Point Person -Full Service Point Person
	Instructional Coach	Provides reading/ELA interventions as needed to subgroups of students Facilitates weekly PLCs with reading teachers and provides professional development as needed Implements weekly coaching cycles with teachers Monitors progress of iReady, Standards Mastery Unit exams, PMAs, RM/CR, Freckle Creates Unit plans/Focus calendars as needed for teachers Co-Teaches/Model teaches as needed to support math instruction Spearheads school-wide literacy initiative Literacy week Co-plans monthly "Bright Outs" & for students reaching goals Professional Development Coordinator New Teacher Program Advisor
Brown, Marlow	Other	Mrs. Brown provides a wealth of knowledge and experience to the leadership team within the area of Special Education. Mrs. Brown provides insight and leadership to the school related to best practices and differentiated needs for students in the Communication/Social Skills setting and those that are mainstreamed. She provides strategies on how to meet their communicative needs, ensures IEP compliance and serves as the LEA for the CSS department.
Gibson, Jack	Instructional Coach	Provides intensive math interventions as needed to subgroups of students Facilitates weekly PLCs with math teachers and professional development as needed Implements weekly coaching cycles with teachers Monitors progress of iReady, Standards Mastery Unit exams, PMAs, Acaletics, Freckle Creates Unit plans/Focus calendars as needed for teachers Co-Teaches/Model teaches as needed to support math instruction 100 Days of School Celebration PiDay Celebration Identifies students for math club/competition--competes (and wins) Co-plans monthly "Bright Outs" & Green Parties for students reaching goals Testing Designee

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.*

4

Total number of teacher positions allocated to the school

44

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: D (39%) 2017-18: C (53%) 2016-17: C (49%) 2015-16: C (47%)
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Support Tier	
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Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	0
Level 1 on 2019 statewide Math assessment	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	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

Date this data was collected or last updated

Thursday 7/9/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	61	73	60	59	73	77	0	0	0	0	0	0	0	403
Attendance below 90 percent	24	15	13	11	16	15	0	0	0	0	0	0	0	94
One or more suspensions	5	11	1	10	12	22	0	0	0	0	0	0	0	61
Course failure in ELA or Math	1	1	0	1	0	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	23	20	25	0	0	0	0	0	0	0	68

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	41	29	34	34	52	0	0	0	0	0	0	0	190

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

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	61	73	60	59	73	77	0	0	0	0	0	0	0	403
Attendance below 90 percent	24	15	13	11	16	15	0	0	0	0	0	0	0	94
One or more suspensions	5	11	1	10	12	22	0	0	0	0	0	0	0	61
Course failure in ELA or Math	1	1	0	1	0	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	23	20	25	0	0	0	0	0	0	0	68

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	41	29	34	34	52	0	0	0	0	0	0	0	190

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

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	42%	50%	57%	38%	49%	55%
ELA Learning Gains	56%	56%	58%	51%	56%	57%
ELA Lowest 25th Percentile	42%	50%	53%	70%	54%	52%
Math Achievement	37%	62%	63%	56%	62%	61%
Math Learning Gains	35%	63%	62%	50%	63%	61%
Math Lowest 25th Percentile	24%	52%	51%	27%	54%	51%
Science Achievement	40%	48%	53%	50%	50%	51%

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	18%	51%	-33%	58%	-40%
	2018	25%	50%	-25%	57%	-32%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	52%	52%	0%	58%	-6%
	2018	41%	49%	-8%	56%	-15%
Same Grade Comparison		11%				
Cohort Comparison		27%				
05	2019	39%	50%	-11%	56%	-17%
	2018	32%	51%	-19%	55%	-23%
Same Grade Comparison		7%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	28%	61%	-33%	62%	-34%
	2018	31%	59%	-28%	62%	-31%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	37%	64%	-27%	64%	-27%
	2018	54%	60%	-6%	62%	-8%
Same Grade Comparison		-17%				
Cohort Comparison		6%				
05	2019	28%	57%	-29%	60%	-32%
	2018	46%	61%	-15%	61%	-15%
Same Grade Comparison		-18%				
Cohort Comparison		-26%				

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	43%	56%	-13%	55%	-12%
Same Grade Comparison		-7%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	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				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	10	27		34	33						
BLK	37	48	59	53	49	19	54				
HSP	46			62							
WHT	32	54		63	42						
FRL	38	49	68	56	49	29	48				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	

ESSA Federal Index	
Total Points Earned for the Federal Index	276
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
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	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

Concerning Trends Include:

BIG CONCERN-Overall did not show growth in ANY area between 18/19 and 19/20 with exception of 4th grade.

- 1.) Math learning gains decreased significantly
- 2.) At-Risk subgroups declining significantly (SWD, Econ Disadvantaged, BLK)
- 3.) LPQ students declining more than other students

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

4th Grade Growth-by gradelevel and cohort (staffing change/improvement)

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

-3rd Grade ELA & 3rd Grade math is farthest behind state average (transition to testing grade)
 -SIGNIFICANT this year because these students are our 5th graders...they will count for growth and for proficiency

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

-Staffing adjustments helped 4th grade show improvements. Overall the data does not have many celebrations/highlights/improvements. Pinedale declined in all areas except 4th grade. And they are still behind state and district.

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

-NEEDS:

Way to track attendance and a procedure to follow up with families with concerning attendance PBIS system and restorative practices to help prevent surface level behavior issues and get at the root of deeper issues

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

1. Academic Growth: Specifically focusing on subgroups (SWD, LPQs, BLK, Econ Disad.)
2. Climate & Culture: Staff (Teacher/Teacher & Teacher/Admin Trust, Collaborative Practices, School Commitment, Collective Responsibility) Bottom Line: Growth Mindset & Team Mentality
3. Climate & Culture: Student (Learners who take personal responsibility for actions, persevere through challenges, interact with kindness and empathy) Bottom Line: Our students are learners, leaders, and critical thinkers who treat others and differences with respect.
4. Parent Involvement

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:

Standards-aligned instruction is foundational to students showing growth and reaching academic goals. Our data indicates that students have not increased in ELA, math, or science in over 2 years. We must be intentional about goal setting, consistent in monitoring progress, and unapologetic about holding students to high expectations despite learning gaps and the new way of work with Covid-19. By focusing on standards aligned instruction we will focus on the following: 1) Planning: Setting instructional outcomes, Designing student assessments (aligning formative and summative assessments to standards in rigor/content/form), designing coherent instruction (aligning lessons and questions to standards and assessments), 2.) Execution: Communicating with student (Orienting students to goal/standards/objectives using daily focus board and referencing it throughout lesson), questioning prompts and techniques, monitoring progress (students aware of mastery and progress towards goal)

The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas. Assist with teachers of students who are in a state assessed grade and/or course. Will provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement, closing the achievement gap in tested grades; Will serve Assistant Principal grade level ELA, Math, and Science Learning communities. Monitors success of all students in the learning environment, ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance, and support the effective use of benchmarks, learning and expectations, feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process. Support & promote positive learning culture; provide support and framework for effective standards based instructional program delivery; coaching instructional staff in application of best practice for increasing student growth

Measurable Outcome:

- 100% of teachers should have standards-based board configuration posted daily and reference it throughout lesson
- 100% of students should be able state their personal academic goals for the school year and why they matter
- 52% proficiency in ELA/Rdg (52% moves all level 2 students to proficiency and by maintaining proficient students)
- 49% proficiency in Math (49% moves all level 2s to proficiency and maintains proficient students)

Person responsible for monitoring outcome:

Katharine Fulginiti (beattyk1@duvalschools.org)

Evidence-based Strategy:

- Professional learning communities (PLCs) every Thursday that focus on designing standards aligned lessons and strategies for implementing standards aligned lessons
- Standards-based walk throughs and debriefs-leadership team will align weekly on observations, priorities, and next steps.
- Coaching Cycles that provide feedback and facilitate reflective conversations that improve standards-based instruction and teacher leadership
- Title I funds will be used to purchase a reading and math interventionist that will support the facilitation of , PLCs and school wide literacy and math initiatives. Interventionists will also support small group intervention instruction.
- Title I funds will be used to help purchase supplies that support the standards-based initiatives

- Title I funds will be used to help purchase technology and equipment that will help supplement standards based initiatives
- Title I funds will be used to help purchase a media specialist who will support with literacy and ELA based standards based initiatives.
- Title I funds will be used to purchase Acaletics

As stated in Leadership Content Knowledge (2003), "We go on to suggest that all administrators have solid mastery of at least one subject (and the learning and teaching of it) and that they develop expertise in other subjects by "postholing," that is, conducting in-depth explorations of an important but bounded slice of the subject, how it is learned, and how it is taught. We conclude with an exploration of how content knowledge and leadership knowledge might be intertwined and suggestions for further research."

<https://www.jstor.org/stable/3699585?seq=1>

- PLCs are provide opportunities for collaboration as well as time for professional development
- Alignment at the leadership team level is essential for communication and coaching. If we are not on the same page we will be moving in different directions and will not be strategic.
- Feedback loops are an essential part in teacher development

Rationale for Evidence-based Strategy:

Content specialist are non-administrative, peer to peer support staff who can provided job-embedded professional learning and coaching support. Although effective in instilling credibility with peer's groups, peer coaches cannot provide any evaluative or summative direction or feedback, therefore any necessary teacher professional growth planning and/or progressive action that requires more intensive action must be observed, documented, and supported by administrative staff only.

Action Steps to Implement

- Create master schedule to allow for PLCs
- Create school calendar and expectations to coaches and administrators for walk-throughs and coaching cycles
- Facilitating PLCs
- Facilitating coaching cycles

Supplemental AP

1. Support the school's academic leadership development and professional learning (assistant principals, coaches, interventionist, instructional leads) to ensure the success of all students in the learning environment;
2. Serves as Assistant Principal of grade level ELA, Math, and Science learning communities;
3. Support and promote a positive learning culture; provide support and framework for effective standards based instructional program delivery; and coaching instructional staff in the application of best practices for increasing student learning, especially in the area of reading, mathematics, and other foundational skills

Person Responsible Katharine Fulginiti (beattyk1@duvalschools.org)

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

Area of Focus Description and Rationale: Subgroups we are focusing on:
 -SWD
 -Black
 -Economically disadvantaged
 **Our goal is to provide equitable education to every student--education that ensures all students get what they need and are empowered to operate and lead authentically. Equitable education meets students where they are, celebrates differences, and ensures curriculum (including hidden curriculum) sets ALL students up to meet and exceed goals.

Measurable Outcome: -70%+ of SWD will make learning gains
 -70%+ of BLK will make learning gains
 -70%+ of ED students will make learning gains
 All students in 2.2 subgroups will move to proficiency

Person responsible for monitoring outcome: Bridget McGee (mcgeeb@duvalschools.org)

Evidence-based Strategy: -Weekly PLCs that analyze data and collaborate on lesson strategies that meet the needs of all students
 -Quarterly data chats will all teachers-data chats that require teachers and leaders to cut and analyze data by subgroup and reflect on gaps and solutions
 -Equity & anti-bias professional development that helps teachers and leaders reflect on identity and how it plays out in their role as an instructional leader
 -Title I funds will be used to purchase math and reading interventionists that will facilitate help facilitate PLCs, and school wide literacy and math initiatives and will support small group interventions and standards based instruction
 -Title I funds will be used to help purchase supplies that support the initiatives
 -Title I funds will be used to help purchase technology and intervention programs to help with ESSA group instruction
 -Title I funds will help purchase acaletics which will help us target ESSA groups in math

Rationale for Evidence-based Strategy: -Collaborative planning is an essential component to effective instruction
 -Data chats provide accountability and help set direction moving forward
 -Transformational leadership starts with understanding self and how ones self impacts decision making and ultimately student learning

Action Steps to Implement

-Create master schedule to ensure common planning
 -Create school calendar to include quarterly data chats
 -Create data chat reflection form to include reflective questions that focus on ESSA sub groups
 -Design PD through lens of equity and inclusiveness.

Person Responsible Bridget McGee (mcgeeb@duvalschools.org)

#3. Culture & Environment specifically relating to School Safety

Area of Focus Description and Rationale: After reviewing 5Essentials culture data and speaking to each teacher about their greatest concerns, it is apparent that focusing on culture and climate (specifically safety) must be a priority. We will focus on creating an environment that is physically and emotionally safe for students and staff.

Measurable Outcome:
 -Students and staff will have quarterly opportunities to share to what extent they feel safe (physically and emotionally) at school. By the end of the year, 90%+ should indicate they "always" feel safe at school, 90%+ will indicate they follow school expectations, understand expectations, and feel that their peers follow expectations.
 -Qualitative indicators include: Percent of staff and students what feel safe participating in faculty PD and during class discussions. Do people feel comfortable asking questions and sharing ideas/feedback?
 -We will track number of "bullying" and "harassment" claims/referrals. These should decrease as year progresses.

Person responsible for monitoring outcome:
 Inger Pride (pridei@duvalschools.org)

Evidence-based Strategy:
 -Establishing a foundations committee to set policies and procedures
 -Monthly safety drills and professional development
 -Calm-Classroom (School wide strategy)
 -Zones of Regulation (school wide strategy)
 -Leadership team focusing on building a culture of trust and shared leadership
 -Title I funds will be used to help purchase supplies that support leadership and culture initiatives

Rationale for Evidence-based Strategy:
 Foundations and drills will help create and maintain physically safe environment.
 Calm and Zones will help students and staff with strategies to feel emotionally safe.
 Strategic building of culture of trust will lay foundation for way of work.

Action Steps to Implement

Meet with foundations team to establish policies. (Admin)
 Provide PD during Pre-planning to review and practice policies and procedures. (Admin)
 Provide PD for calm classroom and zones of regulation. (Brown & Reese)

Person Responsible Katharine Fulginiti (beattyk1@duvalschools.org)

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

Area of Focus Description and Rationale: Pinedale is currently a "D" school and has not improved in ELA/Math/Science in growth or proficiency in over 2 years. 5 Essentials survey indicates that Instructional Leadership is very weak (19). We want to move to strong by the end of the year. The standards-based walk through tool indicates our admin team needs to first spend more time calibrating. We will move from calibration to strong aligned observations by the end of the year.

Measurable Outcome: 95% of teachers (38/40) will engage in effective standards-based planning in ELA and Math as evident in standards-based walk-throughs, common planning, and ultimately student achievement data (proficiency increase).

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

Evidence-based Strategy: Leadership team will plan and facilitate weekly PLCs/Common planning session and calibrate findings during weekly standards-based instructional walks.

Rationale for Evidence-based Strategy: In order for teachers to plan standards-aligned lessons, they will need to engage in ongoing planning/analysis cycles and the leadership team must continue to monitor implementation during observations.

Action Steps to Implement

Create structure and calendar for standards-based walk throughs for leadership team.

Person Responsible Katharine Fulginiti (beattyk1@duvalschools.org)

Monitor weekly ELA common planning/PLCs which will focus on the standard and tasks and assessments aligned to the standard.

Person Responsible Inger Pride (pridei@duvalschools.org)

Monitor weekly Math common planning/PLCs which will focus on the standard and tasks and assessments aligned to the standard.

Person Responsible Bridget McGee (mcgeeb@duvalschools.org)

Tier math teachers and provide ongoing standards-aligned coaching support as needed and facilitate PLCs/Common Planning.

Person Responsible Jack Gibson (gibsonj@duvalschools.org)

Tier ELA teachers and provide ongoing standards-aligned coaching support as needed and facilitate PLCs/Common Planning.

Person Responsible Inger Pride (pridei@duvalschools.org)

Monitor student assessment data (PMAs, Unit Assessments, Acaletics).

Person Responsible Katharine Fulginiti (beattyk1@duvalschools.org)

Additional Schoolwide Improvement Priorities

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

-Parent Involvement:

Weekly newsletters sent out on DOJO, Robbo call/texts, and social media

Social Media Campaign (teacher led)

Quarterly Student Showcases

Part IV: Positive Culture & Environment

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

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

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

School Theme: Pinedale, our future is BRIGHT! Our students are Brilliant, Resilient, Inclusive, Goal-Oriented, Honest, and Team Players. We (our staff) are warriors of the light, working to bring joy into the spaces we lead and facilitate. We believe all students are capable and all families are important. We are committed to keeping expectations high and cultivating a culture where students and staff feel safe to learn and lead authentically.

Ultimately, relationships are the core of our culture. Our leadership team is focused on building trust with students, staff, and families. We are using the 5 essentials indicators to help guide strategy and will use the survey at the end of year to measure progress. The specific indicators we are focused on include: teacher-teacher trust, school commitment, principal trust. All stakeholders should feel like they have a voice when it comes to mission, vision, and decision making. Specific strategies to cultivate that culture include:

- 1.) Clear vision with stakeholder input
- 2.) Ambitious, feasible goals with methods to monitor and celebrate progress
- 3.) Clear and honest communication (Weekly newsletters to staff and parents)
- 4.) PBIS Plan
- 5.) Consistent policies and procedures
- 6.) Mentality from leadership: We must lead by example and model what we expect. We must work to remove obstacles for teachers and kids. We are here to serve them. We must keep growing.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$50,410.43
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7300	110-Administrators	0931 - Pinedale Elementary School	UniSIG	0.5	\$36,733.00
			<p><i>Notes: *Supplemental Assistant Principal Supplemental Assistant Principal is not a new position in the district, but it will be a newly added layer of support for the school. The primary role of the supplemental 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 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. es, this is the same employee that will serve during the 20-21 SY; This position was approved in the 19-20 UniSIG grant; This position is shared and split funded between Pinedale, Timucuan, and Highlands Middle.</i></p>			
	7300	210-Retirement	0931 - Pinedale Elementary School	UniSIG		\$3,673.33
			<p><i>Notes: Supplemental Assistant Principal Benefits Retirement at 10.00%</i></p>			
	7300	220-Social Security	0931 - Pinedale Elementary School	UniSIG		\$2,810.09
			<p><i>Notes: Supplemental Assistant Principal Benefits Social Security at 7.65%</i></p>			
	7300	231-Health and Hospitalization	0931 - Pinedale Elementary School	UniSIG		\$6,443.01
			<p><i>Notes: Supplemental Assistant Principal Benefits Group Health at 17.54%</i></p>			
	7300	232-Life Insurance	0931 - Pinedale Elementary School	UniSIG		\$7.35
			<p><i>Notes: Supplemental Assistant Principal Benefits Life Insurance at .02%</i></p>			
	7300	240-Workers Compensation	0931 - Pinedale Elementary School	UniSIG		\$345.29
			<p><i>Notes: Supplemental Assistant Principal Benefits Workers Compensation at .94%</i></p>			
	7300	290-Other Employee Benefits	0931 - Pinedale Elementary School	UniSIG		\$198.36
			<p><i>Notes: Supplemental Assistant Principal Benefits Benefits Flex Medical at .54%</i></p>			
	7300	330-Travel	0931 - Pinedale Elementary School	UniSIG		\$200.00
			<p><i>Notes: In County Travel Supplement Assistant Principal</i></p>			
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$121,379.81
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

5100	120-Classroom Teachers	0931 - Pinedale Elementary School	UniSIG	1.0	\$47,279.75
		<p><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. Due to home learning for 2-3 months during the 2019-2020 school year, we will need to push-in and pull-out students form small group instruction. This position's qualifications are: Education-Bachelor's degree from an accredited college or university. Experience: 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. If approved, the candidate who was with us last year, will continue to fulfill the duties above. This position will be funded by UniSIG (100%).</i></p>			
5100	210-Retirement	0931 - Pinedale Elementary School	UniSIG		\$4,727.98
		<p><i>Notes: Reading Interventionist Benefits Retirement at 10.00%</i></p>			
5100	220-Social Security	0931 - Pinedale Elementary School	UniSIG		\$3,616.90
		<p><i>Notes: Reading Interventionist Benefits Social Security at 7.65%</i></p>			
5100	231-Health and Hospitalization	0931 - Pinedale Elementary School	UniSIG		\$8,292.87
		<p><i>Notes: Reading Interventionist Benefits Group Health at 17.54%</i></p>			
5100	232-Life Insurance	0931 - Pinedale Elementary School	UniSIG		\$9.46
		<p><i>Notes: Reading Interventionist Benefits Life Insurance at .02%</i></p>			
5100	240-Workers Compensation	0931 - Pinedale Elementary School	UniSIG		\$444.43
		<p><i>Notes: Reading Interventionist Benefits Workers Compensation at .94%</i></p>			
5100	290-Other Employee Benefits	0931 - Pinedale Elementary School	UniSIG		\$255.31
		<p><i>Notes: Reading Interventionist Benefits Benefits Flex Medical at .54%</i></p>			
5100	150-Aides	0931 - Pinedale Elementary School	UniSIG	1.0	\$14,773.59
		<p><i>Notes: *Paraprofessional - This line item will be used to support students in all grade levels who need both academic and behavioral support. General Education Paraprofessionals work directly under the supervision of a classroom teacher. \$8.87 - \$9.65 / Per Hour; Kind of Work + benefits @ 17.6%. The Instructional, Paraprofessional (Regular Needs) is assigned for at least 80% of the workday the responsibility for assisting classroom teachers with instruction and the maintenance of discipline in general education instructional situations. Responsibilities for most of the time must be spent on small group tutoring or instruction of children and grading papers under the supervision of the teacher and with other classroom duties assigned by the teacher. Other responsibilities such as additional related classroom clerical duties, cafeteria duty, etc. may be assigned for a minor portion of the workday by the site administrator/designee. We have a candidate to fulfill the duties above. This position will be funded by UniSIG (100%).</i></p>			
5100	210-Retirement	0931 - Pinedale Elementary School	UniSIG		\$1,433.20
		<p><i>Notes: Paraprofessional Benefits Retirement at 10.00%</i></p>			
5100	220-Social Security	0931 - Pinedale Elementary School	UniSIG		\$1,096.40
		<p><i>Notes: Paraprofessional Benefits Social Security at 7.65%</i></p>			

5100	231-Health and Hospitalization	0931 - Pinedale Elementary School	UniSIG		\$6,450.83
<i>Notes: Paraprofessional Benefits Group Health at 45.01%</i>					
5100	232-Life Insurance	0931 - Pinedale Elementary School	UniSIG		\$8.60
<i>Notes: Paraprofessional Benefits Life Insurance at .06%</i>					
5100	240-Workers Compensation	0931 - Pinedale Elementary School	UniSIG		\$134.72
<i>Notes: Paraprofessional Benefits Workers Compensation at .94%</i>					
5100	290-Other Employee Benefits	0931 - Pinedale Elementary School	UniSIG		\$199.21
<i>Notes: Paraprofessional Benefits Benefits Flex Medical at 1.39%</i>					
5100	150-Aides	0931 - Pinedale Elementary School	UniSIG	1.0	\$15,331.00
<p><i>Notes: Paraprofessional This line item will be used to support students in all grade levels who need both academic and behavioral support. General Education Paraprofessionals work directly under the supervision of a classroom teacher. \$8.87 - \$9.65 / Per Hour; Kind of Work + benefits @ 17.6%. The Instructional, Paraprofessional (Regular Needs) is assigned for at least 80% of the workday the responsibility for assisting classroom teachers with instruction and the maintenance of discipline in general education instructional situations. Responsibilities for most of the time must be spent on small group tutoring or instruction of children and grading papers under the supervision of the teacher and with other classroom duties assigned by the teacher. Other responsibilities such as additional related classroom clerical duties, cafeteria duty, etc. may be assigned for a minor portion of the workday by the site administrator/designee. If approved, the candidate who was with us last year, will continue to fulfill the duties above. This position will be funded by UniSIG (100%).</i></p>					
5100	210-Retirement	0931 - Pinedale Elementary School	UniSIG		\$1,533.06
<i>Notes: Paraprofessional Benefits Retirement at 10.00%</i>					
5100	220-Social Security	0931 - Pinedale Elementary School	UniSIG		\$1,172.79
<i>Notes: Paraprofessional Benefits Social Security at 7.65%</i>					
5100	231-Health and Hospitalization	0931 - Pinedale Elementary School	UniSIG		\$6,900.30
<i>Notes: Paraprofessional Benefits Group Health at 45.01%</i>					
5100	232-Life Insurance	0931 - Pinedale Elementary School	UniSIG		\$9.20
<i>Notes: Paraprofessional Benefits Life Insurance at .06%</i>					
5100	240-Workers Compensation	0931 - Pinedale Elementary School	UniSIG		\$144.11
<i>Notes: Paraprofessional Benefits Workers Compensation at .94%</i>					
5100	290-Other Employee Benefits	0931 - Pinedale Elementary School	UniSIG		\$213.10
<i>Notes: Paraprofessional Benefits Benefits Flex Medical at 1.39%</i>					
5100	510-Supplies	0931 - Pinedale Elementary School	UniSIG		\$4,942.80
<i>Notes: Each month all students and staff will read a Character Trait/Social Justice Initiative for the month. This school-wide initiative will be used to support Literacy and Social-</i>					

			<i>Emotional Learning for all students. 60 books will be ordered each month for 8 months (480). Each classroom teacher and administrator will have a copy. There are 44 teachers, 2 interventionists, 2 coaches, 2 site coordinators, and 1 guidance counselor that would get copies of the book to instruct lessons.</i>			
	5100	510-Supplies	0931 - Pinedale Elementary School	UniSIG		\$2,410.20
			<i>Notes: Supplies, paper, toner, pencils, pens, chart paper, crayons, dry erase markers, dry erase boards, composition books, post it notes, color paper</i>			
3	III.A.	Areas of Focus: Culture & Environment: School Safety				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$0.00
					Total:	\$171,790.24