

Duval County Public Schools

Hidden Oaks Elementary School



2021-22 Schoolwide Improvement Plan

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Hidden Oaks Elementary School

6127 CEDAR HILLS BLVD, Jacksonville, FL 32210

www.duvalschools.org/hiddenoaks

Demographics

Principal: Lawanda Polydore

Start Date for this Principal: 7/1/2021

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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (45%) 2017-18: D (39%) 2016-17: C (44%)
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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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School KG-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>90%</p>

School Grades History

<p>Year</p>	<p>2020-21</p>	<p>2019-20</p>	<p>2018-19</p>	<p>2017-18</p>
<p>Grade</p>	<p></p>	<p>C</p>	<p>C</p>	<p>D</p>

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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.

Stonewall Jackson Elementary School's mission is to provide all children with a safe and supportive learning environment in which they will receive quality instruction and high-quality learning experiences that would help them achieve academic success in all future endeavors.

Provide the school's vision statement.

The vision of Stonewall Jackson Elementary is to provide all students with qualitative standard-based instruction that will prepare them to experience success in a competitive world that is culturally diverse and technologically advanced.

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
Sanders, Tavianna	Principal	Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based RTI plans and activities.
Moses, Geornesia	Assistant Principal	Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based RtI plans and activities.
O'Connor, Leah	Reading Coach	Provides K-5 Reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier I, Tier II and Tier III intervention.
Williams, Kimberlae	School Counselor	Liaison for implementation of MTSS at the school level which includes feedback to the Leadership Team, presentations to the faculty, works with school-based coaches, small collaborative groups of teachers and provides direct intervention services and support to students identified as needing Tier II or Tier III intervention services.

Demographic Information

Principal start date

Thursday 7/1/2021, Lawanda Polydore

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

15

Total number of students enrolled at the school

255

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

4

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

1

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	17	44	46	51	40	56	0	0	0	0	0	0	0	254
Attendance below 90 percent	0	23	25	26	17	32	0	0	0	0	0	0	0	123
One or more suspensions	0	1	1	1	0	7	0	0	0	0	0	0	0	10
Course failure in ELA	0	14	2	0	2	3	0	0	0	0	0	0	0	21
Course failure in Math	0	0	1	1	2	6	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	29	39	12	0	0	0	0	0	0	0	80
Level 1 on 2019 statewide FSA Math assessment	0	0	0	23	31	13	0	0	0	0	0	0	0	67
Number of students with a substantial reading deficiency	0	14	33	26	55	56	0	0	0	0	0	0	0	184

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	22	36	27	23	50	0	0	0	0	0	0	0	158

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	3	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 7/27/2021

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	0	47	48	66	34	52	0	0	0	0	0	0	0	247
Attendance below 90 percent	1	0	2	2	12	26	0	0	0	0	0	0	0	43
One or more suspensions	0	0	0	1	1	3	0	0	0	0	0	0	0	5
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	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	

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	0	47	48	66	34	52	0	0	0	0	0	0	0	247
Attendance below 90 percent	1	0	2	2	12	26	0	0	0	0	0	0	0	43
One or more suspensions	0	0	0	1	1	3	0	0	0	0	0	0	0	5
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	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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				31%	50%	57%	32%	50%	56%
ELA Learning Gains				56%	56%	58%	31%	51%	55%
ELA Lowest 25th Percentile				50%	50%	53%	20%	46%	48%
Math Achievement				43%	62%	63%	50%	61%	62%
Math Learning Gains				59%	63%	62%	56%	59%	59%
Math Lowest 25th Percentile				55%	52%	51%	47%	48%	47%
Science Achievement				22%	48%	53%	36%	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	30%	51%	-21%	58%	-28%
Cohort Comparison						
04	2021					
	2019	33%	52%	-19%	58%	-25%
Cohort Comparison		-30%				
05	2021					
	2019	18%	50%	-32%	56%	-38%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	38%	61%	-23%	62%	-24%
Cohort Comparison						
04	2021					
	2019	43%	64%	-21%	64%	-21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-38%				
05	2021					
	2019	46%	57%	-11%	60%	-14%
Cohort Comparison		-43%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	21%	49%	-28%	53%	-32%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

i-Ready Reading and Math were used to progress monitor grades 1-2.
 District created Progress Monitoring Assessments were used to monitor Reading and Math for grades 3-5 and Science for grade 5.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16	18	20
	Economically Disadvantaged	15	5	19
	Students With Disabilities	0	0	0
	English Language Learners	0	0	33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8	7	19
	Economically Disadvantaged	8	6	11
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13	7	18
	Economically Disadvantaged	15	13	21
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3	2	11
	Economically Disadvantaged	5	8	23
	Students With Disabilities	0	0	33
	English Language Learners	0	0	33

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28	32	34
	Economically Disadvantaged	16	21	21
	Students With Disabilities	22	13	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	49	35	30
	Economically Disadvantaged	40	29	30
	Students With Disabilities	38	29	13
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23	29	23
	Economically Disadvantaged	18	16	26
	Students With Disabilities	22	11	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26	24	29
	Economically Disadvantaged	16	33	30
	Students With Disabilities	11	11	11
	English Language Learners	16	33	30
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38	41	44
	Economically Disadvantaged	4	8	10
	Students With Disabilities	0	0	20
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43	57	38
	Economically Disadvantaged	16	33	30
	Students With Disabilities	25	17	17
	English Language Learners	0	0	100
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	34	45	36
	Economically Disadvantaged	35	35	27
	Students With Disabilities	0	0	17
	English Language Learners	100	0	0
	Number/% Proficiency	Fall	Winter	Spring

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	5										
ELL	18			27							
BLK	31	26		32	52		33				
HSP	20			27							
WHT	47			53							
FRL	29	33		31	48		32				
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	23	31		27	23						
ELL	10										
BLK	31	55	44	40	58	56	20				
HSP	30										
WHT	37	55		63	64						
FRL	33	56	43	42	56	43	19				
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	19	15		19	46						
BLK	32	30	17	47	55	27	39				
WHT	25	27		65	53						
FRL	32	26	15	46	59	50	34				

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	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	27
Total Points Earned for the Federal Index	222
Total Components for the Federal Index	6
Percent Tested	97%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	3
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	24
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	35
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	19
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	50
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?

We have experienced a significant increase in ELA achievement in 5th Grade; our overall data reflects that we are still below 50% in achievement for ELA, Math, and Science. Based on the information gathered from our Standards walk through data collection these low performances are attributed to the lack of grade level standard alignment with student work/assigned task. We did see an increase in achievement, but the data is clear that grade level standard aligned instruction coupled with student work and assigned tasks should be an area of focus.

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

5th grade Science had the greatest gap when compared to the state average. The state average is 53% and the school had 22% (-31%). 5th Grade Science showed the lowest performance with 22%. This sub-group of students was our lowest-performing students as it relates to ELA Proficiency as well based off 2019 assessment data.

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

We attribute the need for improvement in Science to students lack of exposure to previous grade level Science standards. We will take new actions such as increasing the number of hands-on science activities that students are able to experience. We will implement a science boot camp prior to the state assessment to increase the amount of contact time for science aligned to skills and standards we have struggled with.

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

Bottom Quartile students in ELA showed the most improvement as we increased from 20% to 50% (+30%).

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

We identified this sub-group of students early on in the school year and developed an Action Plan specific to the learning needs of these students. These students were pulled for additional support via small group pullout and push-in.

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

The following strategies will be implemented in order to accelerate learning:
Develop and implement standards-based instruction and intervention programs daily
Check/monitor differentiated center plans of teachers
Conduct regular classroom walkthroughs specifically looking at core instruction, best practices, centers, and leveled literacy intervention
Provide consistent level of feedback to lift instructional practice
Progress monitor data (Progress Monitoring Assessments, Achieve 3000 Level Set, grade level assessments, instructional focus assessments)
Conduct data chats with teachers, students, and interventionists to determine what is working and what needs to change

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.

Teachers and administration will engage in ongoing professional development such as common planning weekly and professional learning communities bi-weekly. The following topics will be focuses:

- Planning for standards-based instruction
- Designing standard-aligned assessments
- Differentiated Center Activities
- Maintaining Accurate Records/Data
- Collaborative/Engagement Strategies
- Writing Instruction

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 provided to ensure sustainability include adding staff such as an Academic Coach to support the development of teachers, a Full Service counselor for students' mental health and student tutoring for enrichment and remediation for next year and beyond.

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 data from the Standards Walk-through Instrument, only 50% of classroom observations with fully implemented standards-based instruction, including materials, assessments, and instruction were observed. By providing standards aligned instruction and assessments, the opportunity for students to master grade-level standards will increase, thereby increasing the probability that students will be prepared for the next grade level.

Measurable Outcome: By the end of the year, 100% of classrooms will implement standards-aligned instruction, materials, and assessments in the core subject areas, as measured by an overall rating of 4.0 out of 5.0 on the Standards-Walk Through Classroom Instrument.

Monitoring: School administrators and academic coaches will plan lessons during common planning and conduct classroom focus observations weekly to ensure instructional delivery aligns.

Person responsible for monitoring outcome: Tavianna Sanders (billingslt@duvalschools.org)

Evidence-based Strategy: The tools utilized will ensure direct alignment to the standards and assist with the gauging of rigor. This will assist with the closing of our school's proficiency gap in the core areas as compared to the state and district. As referenced in "Understanding by Design" by McTighe and Wiggins, "Standards aligned assessments and performance tasks result in more effective teaching and improved student learning."

Rationale for Evidence-based Strategy: By providing standards aligned instruction and assessments, the opportunity for students to master grade-level standards will increase, thereby increasing the probability that students will be prepared for the next grade level, college, and career.

Action Steps to Implement

Refresh returning teachers on the components of standards-based instruction as measured using the Standards Walk-Through Instrument.

Person Responsible Geornesia Moses (mosesg@duvalschools.org)

The principal, assistant principal, and/or the reading coach will meet with PLCs each week to review student work/data, create assessments, and standards-aligned instruction.

Person Responsible Leah O'Connor (oconnorl@duvalschools.org)

The principal, assistant principal, and reading coach will measure the alignment of standards in each classroom bi-weekly using the Standards Walk-through Instrument.

Person Responsible Tavianna Sanders (billingslt@duvalschools.org)

#2. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: 23% of African American students are proficient readers as measured by the Florida Standards Assessment, which is significantly less than their white counterparts.

Measurable Outcome: By the end of the year, we will increase the number of African American students who are proficient by ten percentage points on the Florida Standards Assessment (3rd-5th) or the I-Ready Reading Diagnostic (K-2nd).
Monitoring: School administration and academic coaches will review students' Achieve 3000, i-Ready, Reading Mastery and Corrective data weekly and have data chats with students and teachers.

Person responsible for monitoring outcome: Tavianna Sanders (billingslt@duvalschools.org)

Evidence-based Strategy: Beginning and struggling readers will receive explicit, systematic phonics instruction in small groups delivered by classroom teachers, the reading interventionist, ESE teachers, Title I tutors and Title I para-professionals. Instruction will be focused on phonics, fluency, and comprehension. Instruction will include the introduction of phonics skills in a systematic manner, judicious review, and progress monitoring.

Rationale for Evidence-based Strategy: Systematic phonics instruction has been shown to be effective in initial reading instruction and for struggling readers with an effect size of 0.60.

Action Steps to Implement

The reading coach and her assessment team will administer the placement assessment (Corrective Reading or Reading Mastery) to all new students.

Person Responsible Leah O'Connor (oconnorl@duvalschools.org)

The reading coach will use results of the placement assessment and data from the previous school year for returning students to create groups.

Person Responsible Leah O'Connor (oconnorl@duvalschools.org)

The administrative team will structure the master schedule to allow a dedicated block of time for small group phonics instruction.

Person Responsible Geornesia Moses (mosesg@duvalschools.org)

Provide refresher training for all faculty and staff members who previously taught one of the intervention programs and schedule formal, initial training for new teachers.

Person Responsible Leah O'Connor (oconnorl@duvalschools.org)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

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

o The percentage of students in grades 3-5, below Level 3 on the 2021 statewide, standardized English Language Arts assessment are as follows: 3rd grade is 66%, 4th grade is 77%, and 5th grade is 56%.

o The percentage of students in kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment is as follows: 1st - 80% and 2nd - 73%

Measurable Outcome:

K-5 data:

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

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

Monitoring:

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

Person responsible for monitoring outcome:

Tavianna Sanders (billingslt@duvalschools.org)

Evidence-based Strategy:

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

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

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

Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.

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

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

Rationale for Evidence-based Strategy:

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

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

Action Steps to Implement

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

Person Responsible Tavianna Sanders (billingslt@duvalschools.org)

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

Person Responsible Tavianna Sanders (billingslt@duvalschools.org)

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

Person Responsible Tavianna Sanders (billingslt@duvalschools.org)

Additional Schoolwide Improvement Priorities

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

Stonewall Jackson reported 1.5 incidents per 100 students. This rate is greater than the statewide elementary rate of 1.0 incidents per 100 students. The primary area of concern is violent incidents (fighting) and the secondary area of concern is property incidents (breaking and entering).

During the upcoming school year, the school culture and environment will be monitored through the PBIS Team. An emphasis will be placed on utilizing an instructional and inclusionary approach to discipline, as opposed to reinforcing exclusionary disciplinary practices. The PBIS team will embrace the following key components:

- **Establish a positive behavior support plan that is aligned with expected academic and behavioral outcomes**
 - **Recognize students for exhibiting desired behaviors and for improvement of desired outcomes**
 - **Establish classroom management plans that serve to address the needs of the whole child**
 - **Establish a system where minimally intrusive events are managed at the classroom level through established classroom management plans and following specific school-wide procedures**
- Discipline data will be analyzed monthly and next steps will be determined following the analysis of data to ensure progress is being made.**

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.

Students are also involved in the Positive Behavior Monthly activities that we use to celebrate students for following our PBIS System. In addition, we host monthly math activities for our students to be a part of as a way to recognize their math abilities. We have other activities such as administration lunch bunch activities. In addition, students follow daily rituals and routines that are set by our PBIS Team. We have students participate in our morning news crew as well as cafeteria helpers. Students have in the classroom to be innovative. Besides the school-wide positive incentive, teachers have their own established reward systems. We ensure that our parents are always aware of our school plan through phone messaging, class/school dojo, parent newsletters, the marquee, and other communication mediums.

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

Our school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of the Title I Program by holding regularly scheduled monthly SAC meetings. All parents will be invited to attend the meetings. The meetings will be announced via school website, newsletter, marquee, and School Messenger automated phone system. SAC has an important role of helping to develop the School Improvement Plan (SIP) and the Parental Involvement Plan (PIP) plan. Input from parents will be documented via surveys, sign-in sheets, notes and minutes of meetings. Parents will be able to view the completed plan via the school website. A copy will be available for viewing in the Main Office. Individual hard copies will be available upon request.

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: ESSA Subgroup: Black/African-American	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00