Greenfield Elementary School

2022-23 Schoolwide Improvement Plan

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Greenfield Elementary School

6343 KNIGHTS LN N, Jacksonville, FL 32216

http://www.duvalschools.org/greenfield

Demographics

Principal: Cindy Gentry

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 PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2018-19: B (58%) 2017-18: B (55%)
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.

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6343 KNIGHTS LN N, Jacksonville, FL 32216

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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 PK-5	Yes	91%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

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.

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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.

Greenfield's Mission is to create a positive and secure environment for learning in a diverse community where staff and students strive to meet their highest potential.

Provide the school's vision statement.

Greenfield's Vision: A Community working together to meet the needs of ALL students.

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
Gentry, Cindy	Principal	Principal duties and responsibilities include: *Oversight of the daily activities of the school with an emphasis on teaching, learning, safety, culture and climate. *Monitor and support high quality curriculum and instruction that ensures all students meet the expectations of Florida's BEST standards *Ensure the successful implementation of MTSS *Ensure the school's compliance with all Individual Education Plans of all students receiving ESE services *Recruit, retain, and develop high quality teachers and paraprofessionals *Ensure fiscal compliance
McGee, Bridget	Assistant Principal	The assistant principal supports the principal in all of her duties.
Smith, Leezola	Math Coach	The duties and responsibilities of the math coach include the following: *Provide support for all teachers in the implementation of Florida's BEST standards using the district-adopted curriculum materials. *Facilitate weekly common planning sessions for grade level teams *Facilitate math-focused professional learning communities *Provide individual coaching for teachers based on their needs to include modeled lessons, observation and feedback, co-teaching, lesson planning and design, and other professional activities *Design and deliver professional learning experiences for teachers in large and small group settings. *Collect. analyze, and plan using data
Williams, Suzannah	Reading Coach	The duties and responsibilities of the reading coach include the following: *Provide support for all teachers in the implementation of Florida's BEST standards using the district-adopted curriculum materials. *Facilitate weekly common planning sessions for grade level teams *Facilitate literacy-focused professional learning communities *Provide individual coaching for teachers based on their needs to include modeled lessons, observation and feedback, co-teaching, lesson planning and design, and other professional activities *Design and deliver professional learning experiences for teachers in large and small group settings. *Collect. analyze, and plan using data
Schmidt, Chrissy	Instructional Coach	The duties and responsibilities of the ESE Instructional /Site coach include the following: *Provide support for all teachers in the implementation of Florida's BEST standards and Access Points using the district-adopted curriculum materials. . *Facilitate weekly common planning sessions for ESE teachers. *Facilitate professional learning communities with an emphasis on instructional strategies and practices for neuro-divergent students *Provide individual coaching for teachers based on their needs to include modeled lessons, observation and feedback, co-teaching, lesson planning

Name	Position Title	Job Duties and Responsibilities
		and design, and other professional activities *Design and deliver professional learning experiences for teachers in large and small group settings. *Collect. analyze, and plan using data *Ensure compliance with services outlined in each students' IEP
McKinney, Jennifer	School Counselor	

Demographic Information

Principal start date

Thursday 7/1/2021, Cindy Gentry

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.*

5

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.*

11

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

577

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

5

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

3

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	108	85	102	90	87	76	0	0	0	0	0	0	0	548
Attendance below 90 percent	2	35	46	31	20	22	0	0	0	0	0	0	0	156
One or more suspensions	0	0	0	3	0	1	0	0	0	0	0	0	0	4
Course failure in ELA	2	2	0	3	3	0	0	0	0	0	0	0	0	10
Course failure in Math	1	1	0	3	0	0	0	0	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	21	23	0	0	0	0	0	0	0	52
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	21	25	0	0	0	0	0	0	0	54
Number of students with a substantial reading deficiency	4	34	62	57	0	0	0	0	0	0	0	0	0	157

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	5	35	58	51	17	21	0	0	0	0	0	0	0	187

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	4	3	0	8	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	1	0	2	1	1	0	0	0	0	0	0	0	5

Date this data was collected or last updated

Tuesday 7/12/2022

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	88	112	83	95	69	99	0	0	0	0	0	0	0	546
Attendance below 90 percent	0	41	26	20	24	28	0	0	0	0	0	0	0	139
One or more suspensions	0	5	0	0	2	3	0	0	0	0	0	0	0	10
Course failure in ELA	0	7	3	2	1	1	0	0	0	0	0	0	0	14
Course failure in Math	0	6	4	1	2	1	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	31	51	42	33	68	0	0	0	0	0	0	0	225
Level 1 on 2019 statewide FSA Math assessment	0	48	41	44	34	37	0	0	0	0	0	0	0	204
Number of students with a substantial reading deficiency	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	44	42	38	31	46	0	0	0	0	0	0	0	201

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	6	4	9	3	1	0	0	0	0	0	0	0	23
Students retained two or more times	0	1	1	1	1	3	0	0	0	0	0	0	0	7

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	88	112	83	95	69	99	0	0	0	0	0	0	0	546
Attendance below 90 percent	0	41	26	20	24	28	0	0	0	0	0	0	0	139
One or more suspensions	0	5	0	0	2	3	0	0	0	0	0	0	0	10
Course failure in ELA	0	7	3	2	1	1	0	0	0	0	0	0	0	14
Course failure in Math	0	6	4	1	2	1	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	31	51	42	33	68	0	0	0	0	0	0	0	225
Level 1 on 2019 statewide FSA Math assessment	0	48	41	44	34	37	0	0	0	0	0	0	0	204
Number of students with a substantial reading deficiency	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	44	42	38	31	46	0	0	0	0	0	0	0	201

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	6	4	9	3	1	0	0	0	0	0	0	0	23
Students retained two or more times	0	1	1	1	1	3	0	0	0	0	0	0	0	7

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	47%	50%	56%				50%	50%	57%
ELA Learning Gains	67%						65%	56%	58%
ELA Lowest 25th Percentile	58%						61%	50%	53%
Math Achievement	55%	48%	50%				64%	62%	63%
Math Learning Gains	62%						67%	63%	62%
Math Lowest 25th Percentile	58%						51%	52%	51%
Science Achievement	45%	59%	59%				48%	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	40%	51%	-11%	58%	-18%
Cohort Comparison		0%				
04	2022					
	2019	50%	52%	-2%	58%	-8%
Cohort Comparison		-40%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	45%	50%	-5%	56%	-11%
Cohort Comparison		-50%				

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	56%	61%	-5%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	67%	64%	3%	64%	3%
Cohort Comparison		-56%				
05	2022					
	2019	48%	57%	-9%	60%	-12%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	46%	49%	-3%	53%	-7%
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	29	47		44	70		31				
ELL	30	64	50	39	52	63	31				
ASN	71	79		75	50						
BLK	45	66		47	57		38				
HSP	36	63	48	48	61	63	32				
MUL	53	50		53	70						
WHT	55	78		70	74		58				
FRL	47	68	62	54	55	56	42				

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	36	53		45	47		21				
ELL	38	72	64	51	48		21				
ASN	72	82		72	73		36				
BLK	46	47		50	24		17				
HSP	32	74	70	52	54	30	13				
MUL	29			47							
WHT	65	81		60	44		43				
FRL	42	65	62	50	41	27	26				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	23	41	41	41	54	47	19				
ELL	35	59	55	54	60	41	32				
ASN	67	65		83	80						
BLK	44	65		57	76	70	36				
HSP	36	59	57	57	65	39	23				
MUL	68	69		63	46						
WHT	57	70		70	63		61				
FRL	46	69	72	61	70	52	49				

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	57
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	64
Total Points Earned for the Federal Index	456
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
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	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	69
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	51
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	52
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	57
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	67
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	57
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?

English Language Learners and Hispanic students continue to lag behind their peers. In grades 3-5, proficiency is higher in Math than ELA; however gains are similar. Student performance increased in science achievement, math gains, and math LPQ gains. Students in grades K-2 performed below the district average in all grade levels in both math and reading.

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

K-2 Reading and Math
3-5 Reading and science achievement

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

Teachers need additional strategies for supporting English Language Learners. Teachers will need to learn about how to provide explicit instruction in phonemic awareness, word recognition, decoding and vocabulary instruction to support students in K-2. Teachers across all grade levels will learn about the BEST standards and how to use progress monitoring data to drive instruction.

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

The areas that showed the most improvement were Math LPQ Gains, Science Achievement, and Math Gains.

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

LPQ students were identified immediately and received small group targeted support during core instruction daily. In addition, third grade math LPQ students were provided with after school tutoring.

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

To accelerate math learning, we will need to continue providing small group instruction during core instruction. Also, increasing productive struggle and using collaborative learning strategies during core math instruction will help accelerate learning.

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 will receive professional development on higher order questioning during the math work periods and how to foster productive struggle in the math classroom.

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

Teachers will collaborate in professional learning communities to plan standards-based instruction and interventions, design assessments and lessons, and review student work and data.

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 ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	59% of students in grades 3-5 were NOT proficient readers based on the 2022 FSA. Only 13% of English Language Learners and 8% of Students With Disabilities were proficient in ELA.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023, 50% of 1-2 students will perform at or above grade level on the Spring Administration of the I-Ready Reading diagnostic and 50% of Kindergarten students will score at or above grade level on the Waterford Reading Assessment and 55% of 3-5 students will score a level 3 or above the FAST Spring Assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Progress monitoring data for Waterford, I-Ready, and Cambium will be used to determine how students are progressing towards this goal.
Person responsible for monitoring outcome:	Cindy Gentry (gentryc@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. For K-2 students explicit, systematic instruction focused on phonemic awareness, letter instruction, and word recognition (coding and encoding) and frequent reading of connected text to build accuracy, automaticity, fluency and comprehension. 2. For 3-5 students, read alouds from a variety of complex texts to build knowledge and vocabulary, student discussions to develop academic vocabulary, and explicit vocabulary and grammar instruction embedded in authentic reading activities.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The strategies selected are supported by the science of reading research and are appropriate for English Language Learners and students with disabilities.

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.

1. During a professional development session withing the first month of school, review data with teachers and read and reflect upon the Science of Reading Defining Guide.
2. Train students on the new BEST standards in the first 30 days of school.
3. Structure the Reading Block to allow 120 minutes for reading daily.
4. Ensure daily instruction that includes read alouds from a variety of texts with an emphasis on knowledge building and vocabulary.
5. Incorporate daily discussions in the classrooms to develop academic vocabulary.
6. In K-2 provide daily time in the reading block for explicit Phonemic Awareness instruction using Heggerty.
7. Train teachers on and implement the UFLI program to provide explicit instruction in phonics, letter instruction and word recognition.
8. Ensure daily opportunities for students to read connected texts to build accuracy, automaticity and accuracy.

9. Hire one additional ELA teacher to ensure class sizes are manageable so that teachers can provide high quality instruction using BEST standards.
10. To aid in the use of blended learning tools to be used during the ELA block, purchase headphones for students.
11. Hire a reading interventionist to ensure students who are not making adequate progress in phonemic awareness and phonics. Provide adequate materials and supplies to be used by the reading interventionist including Vocabulary Power, Typing.com subscription, and picture dictionaries.

Person Responsible   Cindy Gentry (gentryc@duvalschools.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	19.6% of students in K-2 scored at or above grade level on the I-Ready Spring Assessment.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023, 50% of 1-2 students will perform at or above grade level on the Spring Administration of the I-Ready Math diagnostic and 50% of Kindergarten students will score at or above grade level on the Waterford Math Assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Progress monitoring data will be used to determine how students are progressing towards this goal.
Person responsible for monitoring outcome:	Bridget McGee (mcgeeb@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers will use the gradual release of responsibility model for instructional delivery with an emphasis on collaborative learning to provide productive struggle for students. Instruction will include a progression from physical manipulatives to visual representations and abstract symbols.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Students need more opportunities to solve problems using manipulatives and collaborative learning strategies while moving from concrete models to abstract symbols.

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.

1. Provide all teachers with a copy of and professional development on the BEST Standards and the Mathematical Reasoning Standards.
2. Ensure all teachers receive professional learning on the new curriculum materials.
3. Ensure all K-2 teachers participate in instructional rounds where they observe high quality math instruction and identify effective instructional strategies to implement in their classrooms.
4. Ensure all K-2 teachers participate in collaborative planning for math to ensure deep understand of the benchmarks to be taught, aligned materials, and appropriate instructional strategies.
5. Engage teachers in data discussions after each progress monitoring assessment to drive instruction.
6. Hire one additional Math teacher to ensure class sizes are manageable so that teachers can provide high quality instruction using BEST standards.
10. To aid in the use of blended learning tools to be used during the Math block, including Reflex Math, purchase headphones for students.
11. Hire a math interventionist to ensure students who are not making adequate progress in computation and number sense. Provide adequate materials and supplies to be used by the math interventionist including Reflex Math, Foundations Math RTI Kids (Math Teachers Press).
12. Provide professional learning for the math interventionist in the use of the Foundations Math RtI

materials from Math Teachers Press.
13. Implement Acaletics Math in all classrooms in grades 2-5.

Person Responsible   Bridget McGee (mcgeeb@duvalschools.org)

#3. Positive Culture and Environment specifically relating to Teacher Collaboration

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Five Essentials Data indicate that teacher collaboration was low which includes the areas of collaborative practices and collective responsibility.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By the administration of the 5-Essentials Survey in February 2023, the rating for Collaborative Teachers will increase from Very Weak to Strong.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Progress monitoring includes monthly surveys to measure collaborative practices, such as instructional rounds, collaborating on instruction and curriculum, and data driven conversations amongst teachers.
Person responsible for monitoring outcome:	Cindy Gentry (gentryc@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Evidence based strategies include instructional rounds with debrief and feedback, collaborative planning, and collaborative data chats.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Instructional rounds have been shown to increase teacher efficacy, collaboration and use of effective teaching strategies.

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.

1. Develop and Implement Professional Learning Plan that includes instructional rounds with debrief and feedback, collaborative planning, and data chats
2. Review data from 2022 5-Essentials Survey with teachers
3. Track professional learning activities in which teachers and paraprofessionals participate
4. Administer Collaborative Practices Survey each month beginning in September

Person Responsible   Cindy Gentry (gentryc@duvalschools.org)

#4. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	English Language Learners, Students With Disabilities, and Economically Disadvantaged students are making academic gains, but they are performing less well than their peers indicating the need for specific strategies relating to student engagement.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Student engagement specifically related to English Language Learners, Students With Disabilities, and Economically Disadvantaged students will increase in 90% of classrooms as measured by the Evidence of Student Learning portion of the Benchmark Walthrough Tool by the end of the school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Student engagement will be monitored through the use of weekly classroom observations using the Benchmark Walkthrough Tool.
Person responsible for monitoring outcome:	Cindy Gentry (gentryc@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Teachers will engage in a professional book study and professional learning using the text Culturally Responsive Teaching to learn specific strategies for engaging students from various backgrounds. 2. To increase engagement, teachers will integrade hands-on investigations using the StemScopes Science Program into science. 2. Teachers will engage in professional learning with a focus on engaging students in the science class using STEMScopes materials.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	If teachers learn strategies for engaging dependent learners in the classrooms, students will be more engaged and academic performance, connectedness with school, and emotional well-being will increase.

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.

1. Teachers will meet weekly to engage in PLC work centered on the book Culturally Responsibe Teaching and the Brain facilitated by teacher leaders.
2. Teachers will deduce specific strategies for building rapport and engage students in hands-on activities in the classroom, such as Stem SCOPE Science Kits.
3. Specific strategies will be identified and adopted schoolwide.
4. Use of strategies will be monitored by the leadership team and teachers using instructional rounds and the Benchmark Walkthrough Tool.

Person Responsible	Cindy Gentry (gentryc@duvalschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

1.For K-2 students explicit, systematic instruction focused on phonemic awareness, letter instruction, and word recognition (coding and encoding) and frequent reading of connected text to build accuracy, automaticity, fluency and comprehension.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

2. For 3-5 students, read alouds from a variety of complex texts to build knowledge and vocabulary, student discussions to develop academic vocabulary, and explicit vocabulary and grammar instruction embedded in authentic reading activities.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By May 2023, 50% of K-2 students will perform at or above grade level on the FAST PM 3.

Grades 3-5: Measureable Outcome(s)

By May 2023, 55% of students in grades 3-5 will score a level 3 or above on the FAST PM 3.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

To monitor student progress towards end of year goals, the following will occur:
1. K-2 students will complete weekly progress monitoring assessments using the UFLI Foundations Program
2. Kindergarten students will take the Waterford Reading Assessment in November and April.
3. First and second grade students will complete the I-Ready Diagnostic in October and February.
4. K-5 students will complete the FAST PM 2 Assessment in January and Achieve 3000 Assessment in November and April.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Gentry, Cindy, gentryc@duvalschools.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

UFLI Foundations Program will be utilized in grades K-2 and will include the following evidence-based practices: explicit instruction, deliberate/interleaved practice, and spelling instruction. Benchmark Advance will be implemented in grades 3-5 and will include the following evidence-based practices: explicit vocabulary instruction, read alouds with classroom discussion. Schoolwide practices will include goal-setting and teacher feedback.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Systematic phonics and phonemic awareness instruction has been proven to increase students' ability to decode and encode words. Reading connected text with targeted phonics concepts/skills has been shown

to increase reading fluency, automaticity and comprehension. Explicit vocabulary instruction, building background knowledge, and classroom discussions has been proven to increase reading comprehension.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership: Establish a literacy leadership team that will meet regularly to review progress monitoring data and plan professional learning experiences for teachers.	Gentry, Cindy, gentryc@duvalschools.org
Literacy Coaching: Provide individual coaching for teachers based on classroom observation of evidence-based practices and programs. Provide feedback to teachers and classroom support in the form of co-teaching, observation of the teacher and feedback, and instructional rounds.	Gentry, Cindy, gentryc@duvalschools.org
Assessment: Administer progress monitoring assessments (state, district, and school), review data after each assessment, group students for small group instruction/intervention/enrichment based on data.	McGee, Bridget, mcgeeb@duvalschools.org
Professional Learning: Teachers will participate in implementation training for UFLI and Benchmark Advance with ongoing professional learning throughout the year. Sessions will be followed by classroom support from the instructional coach or administrator.	Gentry, Cindy, gentryc@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.

Faculty and staff at Greenfield have adopted the belief system that the adults in the school set the tone for school culture. Through positive interactions between adults and students, the culture of the school will

improve. A system of Positive Behavior Interventions and Supports will be implemented with fidelity with data monitoring and professional learning provided by the PBIS Team. The PBIS Plan includes behavior expectations and explicit instruction in expectations for common areas and classrooms. This instruction will ensure all students gain the skills needed to be successful in school. A variety of incentives and celebrations will be provided for students when they meet behavior expectations. The Culture of Character Curriculum will be implemented to teach character traits and Calm Classroom and Sanford Harmony will be used to promote social emotional learning.

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

All faculty, staff, administrators, students, and parents will participate in the development, implementation, and monitoring of the PBIS Plan for the school. The PBIS Team will be responsible for communicating the plan and all components to all of the stakeholders and the team will observe and monitor the implementation and success of the plan. The faculty and staff will be responsible for understanding, supporting, and implementing the plan with fidelity. All adults on campus are responsible for all students which includes providing positive models of appropriate behavior, interacting with all adults and students respectfully, providing ample supervision, feedback, and support for all students and ensuring equitable application of positive behavior interventions and supports for all students.