Ramona Boulevard Elementary School

2018-19 Schoolwide Improvement Plan

Table of Contents

Ramona Boulevard Elementary School

5540 RAMONA BLVD, Jacksonville, FL 32205

http://www.duvalschools.org/ramona

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	F	C	C*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The faculty and staff of Ramona Boulevard Elementary School will prepare and deliver strategic learning opportunities that promote academic and social success.

Provide the school's vision statement.

The vision of Ramona Boulevard Elementary School is to provide quality educational experiences to all students.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Streater, Lashawn	Principal
Perry, Danielle	Instructional Coach
Campbell, Monifa	Instructional Coach
Stroman, Robin	Instructional Coach
Graham, Wayman	Assistant Principal
Carr, Elisha	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal: LaShawn Streater Provides a common vision for the use of data-based decision making, ensures that the school-based team is facilitating the implementation of the RtI process, conducts assessment of RtI skills of school faculty and staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Assistant Principal: Wayman Graham Develops, leads, and evaluates school core content standards/ programs, identifies and analyzes existing literature on scientifically based curriculum, behavior, intervention, and assessment approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies, assists with whole school screening programs that provide early intervening services for children considered to be at risk, assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, and provides support for assessment and implementation monitoring.

RtI Facilitator: School Counselor (Takeisha Wilkins) Acts as a liaison for RtI Implementation at the school level. Facilitates school based RtI Committee Meetings. Participates in and collaborates with teachers on student data collection techniques and intervention resources and design, integrates core instructional activities and materials into Tier 2 and Tier 3 instruction, and collaborates with general education teachers through such activities as coteaching or modeling.

School Counselor: School Counselor (Takeisha Wilkins) Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, works with school social workers to link child-service and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist: (TBA) Participates in the collection, interpretation, and analysis of data, facilitates development of intervention plans, provides support for intervention fidelity and documentation, provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation. Facilitates data-based decision making activities.

Speech Language Pathologist: (Ozetta Jackson-Owens) Educates the team on the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design, assists in the selection of screening measures and helps identify systematic patterns of student need with respect to language skills. Collaborates with general education and ESE teachers in the development of language based intervention plans and delivery of language interventions.

ESE Teachers: Jackie Felder and Ellen Menendez Participate in student data collection, integrates core instructional activities and standards into Tier 2 and Tier 3 instruction, collaborates with general education teachers through such activities as coteaching, one-on-one assistance, modeling, or small group instruction.
General Education Teachers: Grade Level Representatives Provides information to grade level members about core instructional strategies and curriculum for academics and behavior, participates in student data collection and the creation and implementation of intervention plans, delivers Tier 1 and Tier 2 instruction.

Early Warning Systems

Year 2017-18

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	
Attendance below 90 percent	11	9	4	16	8	5	0	0	0	0	0	0	0	53
One or more suspensions	0	0	0	2	6	3	0	0	0	0	0	0	0	11
Course failure in ELA or Math	7	4	5	12	4	2	0	0	0	0	0	0	0	34
Level 1 on statewide assessment	0	0	0	22	32	28	0	0	0	0	0	0	0	82

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	19	5	4	0	0	0	0	0	0	0	28

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	1	3	4	9	3	2	0	0	0	0	0	0	0	22
Retained Students: Previous Year(s)	0	0	0	16	5	2	0	0	0	0	0	0	0	23

Date this data was collected

Friday 9/28/2018

Year 2016-17 - 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	
Attendance below 90 percent	5	7	6	12	6	6	0	0	0	0	0	0	0	42
One or more suspensions	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Course failure in ELA or Math	5	6	8	16	4	2	0	0	0	0	0	0	0	41
Level 1 on statewide assessment	0	0	0	26	36	37	0	0	0	0	0	0	0	99
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	16	5	2	0	0	0	0	0	0	0	23

Year 2016-17 - 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	
Attendance below 90 percent	5	7	6	12	6	6	0	0	0	0	0	0	0	42
One or more suspensions	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Course failure in ELA or Math	5	6	8	16	4	2	0	0	0	0	0	0	0	41
Level 1 on statewide assessment	0	0	0	26	36	37	0	0	0	0	0	0	0	99
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	16	5	2	0	0	0	0	0	0	0	23

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The ELA component performed the lowest overall. This is a trend.

Which data component showed the greatest decline from prior year?

There were no areas of decline from the prior year. All components increased.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap when compared to the state average was math proficiency.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was math gains. This is not a trend.

Describe the actions or changes that led to the improvement in this area.

The actions or changes that led to the improvement in this area includes weekly Common Planning, Teacher Content Clinics, Professional Development that included "make and take" sessions for each module and planning for small group instruction, Focus Calendars, weekly progress monitoring, I-Ready Standards Mastery, and strategic master scheduling.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	27%	50%	56%	34%	46%	52%
ELA Learning Gains	35%	51%	55%	48%	49%	52%
ELA Lowest 25th Percentile	41%	46%	48%	48%	45%	46%
Math Achievement	32%	61%	62%	41%	57%	58%
Math Learning Gains	51%	59%	59%	60%	60%	58%
Math Lowest 25th Percentile	43%	48%	47%	39%	49%	46%
Science Achievement	38%	55%	55%	51%	49%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	11 (5)	9 (7)	4 (6)	16 (12)	8 (6)	5 (6)	53 (42)
One or more suspensions	0 (0)	0 (0)	0 (0)	2 (0)	6 (0)	3 (3)	11 (3)
Course failure in ELA or Math	7 (5)	4 (6)	5 (8)	12 (16)	4 (4)	2 (2)	34 (41)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	22 (26)	32 (36)	28 (37)	82 (99)

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	2018	30%	50%	-20%	57%	-27%
	2017	29%	51%	-22%	58%	-29%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	22%	49%	-27%	56%	-34%
	2017	23%	52%	-29%	56%	-33%
Same Grade Comparison		-1%				
Cohort Comparison		-7%				
05	2018	26%	51%	-25%	55%	-29%
	2017	23%	48%	-25%	53%	-30%
Same Grade Comparison		3%				
Cohort Comparison		3%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	20%	59%	-39%	62%	-42%
	2017	35%	62%	-27%	62%	-27%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2018	35%	60%	-25%	62%	-27%
	2017	29%	64%	-35%	64%	-35%
Same Grade Comparison		6%				
Cohort Comparison		0%				
05	2018	35%	61%	-26%	61%	-26%
	2017	22%	57%	-35%	57%	-35%
Same Grade Comparison		13%				
Cohort Comparison		6%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	36%	56%	-20%	55%	-19%
	2017					
Cohort Comparison						

Subgroup Data

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	15	32	42	16	33	27					
BLK	21	33	43	28	50	45	39				
HSP	45			64							
WHT	39	41		30	35						
FRL	26	34	41	31	52	43	37				

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	9	18		10	14		30				
BLK	21	33	39	24	21	25	20				
HSP	45			64							
WHT	33	23		38	31						
FRL	24	32	46	29	22	21	24				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Reading
Rationale	The ELA component performed the lowest overall. In addition, there was no improvement or increase in Bottom Quartile gains.
Intended Outcome	The overall proficiency will move from 27% to 32% during the 2018-2019 school year. Bottom Quartile gains will move from 35% to 40%.
Point Person	Lashawn Streater (flynnl1@duvalschools.org)

Action Step

Description	Teachers will use Center Rotations and small groups to address deficits and/or enrich learning through FCIM. Resources will include Fountas and Pinnell Guided Reading Book Sets, Phonics for Reading, and Ready Common Core, LLI, and Corrective Reading.
Person Responsible	Danielle Perry (bennefield@duvalschools.org)

Plan to Monitor Effectiveness

Description	I-Ready, Achieve 3000, and module data will be monitored weekly. Teacher made assessments will be monitored as well. Weekly classroom walkthroughs with explicit feedback and follow-up will be implemented. The Reading Coach will meet weekly with teachers to provide next steps that will lead to success in the classroom.
Person Responsible	Danielle Perry (bennefield@duvalschools.org)

Activity #2	
Title	Math
Rationale	The data component that had the biggest gap when compared to the state average was math proficiency.
Intended Outcome	Math proficiency will increase from 32% (school) to 62% (state) during the 2018-2019.
Point Person	Lashawn Streater (flynnl1@duvalschools.org)
Action Step	
Description	Teachers will use Center Rotations and small groups to address deficits and/or enrich learning through FCIM. Resources will include Ready Common Core (MAFS), Acaletics, Reflex Math, and portions of EnVisions during small group instruction. The Math Interventionist will also work with specific students.
Person Responsible	Monifa Campbell (jonesm13@duvalschools.org)
Plan to Monitor Effectiveness	
Description	I-Ready and module data will be monitored weekly. Teacher made assessments will be monitored as well. Weekly classroom walkthroughs with explicit feedback and follow-up will be utilized. The Math Coach will meet weekly with teachers to provide next steps that will lead to success in the classroom.
Person Responsible	Monifa Campbell (jonesm13@duvalschools.org)

Activity #3	
Title	Developing Teachers and Instructional Support Staff
Rationale	Through a shared school approach, defined by school population, size, and content data needs analysis, hire an additional assistant principal with a primary focus on providing additional coaching support to content area teachers of students who are in a state assessed grade and/or course.
Intended Outcome	Supporting and helping to develop highly effective teachers that will invest in increased student achievement in all subject areas and the school improving.
Point Person	Lashawn Streater (flynnl1@duvalschools.org)

Action Step	
Description	o Provide additional/supplemental leadership Instructional support focused on increasing student achievement and closing the achievement gap in tested grades; o Serves as Assistant Principal of grade level ELA, Math, and Science learning communities; o Monitor the 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. o 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	Lashawn Streater (flynnl1@duvalschools.org)

Plan to Monitor Effectiveness	
Description	*Frequently following up after each coaching cycle with the teachers and the students. *Increased student achievement and student performance *Observational data: positive learning culture, standard based instruction
Person Responsible	Lashawn Streater (flynnl1@duvalschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Ramona Boulevard Elementary's Parent Involvement Plan may be viewed at the following link: http://dcps.duvalschools.org/Page/6267

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The social-emotional needs of all students are being met through strategies that promote a school environment that support the positive development of all students–socially, emotionally, and academically. These strategies
include: social and emotional learning (SEL), positive behavior intervention and supports (PBIS), and response to intervention RTI).
Students who are referred to the office for discipline are discussed daily with administration and the school's guidance counselor. Discussions could possibly lead to interventions by either the counselor or classroom teacher. Students needing services beyond the scope of the school's counselor are referred to James Weldon full service. Full Service is a neighborhood-based collaboration designed to remove barriers to a child's academic success. All services are free such as behavioral help for children, individual counseling, mentoring, parenting help, case management, and medical/health service. The school also refers age appropriate students to the districts intervention program Student Options for Success (SOS).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Kindergarten students and their families will meet with school administration during the enrollment process to acclimate them to the vision and mission of our school. During this initial meeting, student placement is discussed to ensure the best teacher placement for the student.

During the spring before enrollment, local preschool children visited Ramona and take a tour of the school with their preschool teachers.

During the week of pre-planning, kindergarten students and their families were invited to come to school to meet their teacher and visit their classroom before the first day of school.

Fifth grade students work with the school guidance counselor on middle school transition plans. In addition, students will tour feeder pattern middle schools during the second semester. The school will also host a Elementary to Middle school transition night to provide guidance for parents. The guidance counselor will assist with organizing the event.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Ramona Boulevard Elementary School is a Title I school that receives local, state, and federal allocations. All entities are integrated throughout the school making a positive impact within various organizations and safety nets. We will use Title I funds to (1) purchase technology for classrooms (2) purchase research based supplemental materials (3) provide a full time reading coach (4) provide a full time math coach (5) provide a full time Media Specialist (5) provide a classroom paraprofessional and (5) field learning experiences for students.

The school leadership team meets weekly to monitor school-wide implementation of SIP goals and strategies and monitor academic and behavioral data. The leadership team is comprised of the principal, assistant principal, ESE Lead Teacher, reading coach, math coach, guidance counselor and grade level representatives. The team meets bi-weekly to progress monitor students needing Tier I, Tier II and Tier

III supports. Research based interventions are implemented for a period of four to six weeks. This team has a case management type structure to ensure that students' emotional, social, and academic needs are met. The instructional coaches support teachers by providing professional development and supporting teachers in improve their craft. Support is provided based on student achievement data, classroom observation data, teacher requests, and administrator referrals.

The school counselor, social worker, and therapist maintain documentation and share any information that is pertinent to a child's success. The school psychologist assures that intervention strategies have been implemented with fidelity. She is also considered the case manager for each individual student. The instructional coaches supports the team by gathering and analyzing data. They will also assist in providing the classroom teacher with additional suggestions for intervention strategies. The ESE teacher's role is to assist with the implementation of Tier II and Tier III interventions that the team determines may be beneficial to the student's success. The administrator's role is to make sure the intervention strategies are implemented with fidelity as well as provide time and space for meetings. The administrators are actively involved in weekly teacher common planning. The goal of common planning is to review student work, discuss student data, develop and understanding of standards and curriculum and provide professional development as needed.

Supplemental Academic Instruction (SAI): Additional SAI and USIG Funds are allocated to provide resources to support Supplemental Academic Instruction to the identified bottom quartile and low socio-economic subgroups of students in ELA, math, and science. In addition, resources are used for academic improvement and critical support personnel positions. All federal and local funds are used to help improve student achievement and socio-emotional growth.

Violence Prevention Programs: We will use the Sanford Harmony Program along with CHAMPs and Foundations.

Nutrition Programs: Ramona Boulevard Elementary participates in the Community Eligibility Option (CEO) program which is an alternative to the traditional National School Lunch Program (NSLP) in that it allows schools with high numbers of low-income children to serve free breakfast and free lunch to all students without collecting school meal applications.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

We are implementing Advancement Via Individual Determination (AVID) this year. The AVID program focuses on teaching students how to align academics and behavior to support their post graduation goals of college and/or career.

Part V: Budget

Total:	**$193,135.00**