Fort Caroline Elementary School

2019-20 Schoolwide Improvement Plan

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Fort Caroline Elementary School

3925 ATHORE DR, Jacksonville, FL 32277

http://www.duvalschools.org/fce

Demographics

Principal: Carlene Smith

Start Date for this Principal: 7/23/2019

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 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* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: C (53%) 2016-17: C (51%) 2015-16: B (54%) 2014-15: D (34%)
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, <u>click here</u>.

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

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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Fort Caroline Elementary School

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-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	88%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	C	C	B

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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.

The educators at Fort Caroline Elementary are committed to providing high quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to succeed in a global economy and culturally diverse world.

Provide the school's vision statement.

The educators at Fort Caroline Elementary will challenge each child by meeting his/her individual needs and motivate them to meet a higher academic standard.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Stovall, Violet	Principal	The Principal serves as an instructional leader and a support system to all staff at Fort Caroline Elementary.
Perryman, Tara	Instructional Coach	
	Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide 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	

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated
Tuesday 7/23/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide 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	

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	45%	50%	57%	34%	49%	55%
ELA Learning Gains	60%	56%	58%	53%	56%	57%
ELA Lowest 25th Percentile	71%	50%	53%	52%	54%	52%
Math Achievement	65%	62%	63%	51%	62%	61%
Math Learning Gains	70%	63%	62%	69%	63%	61%
Math Lowest 25th Percentile	49%	52%	51%	55%	54%	51%
Science Achievement	42%	48%	53%	41%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	39%	51%	-12%	58%	-19%
	2018	40%	50%	-10%	57%	-17%
Same Grade Comparison	-1%					
Cohort Comparison						
04	2019	45%	52%	-7%	58%	-13%
	2018	40%	49%	-9%	56%	-16%
Same Grade Comparison	5%					
Cohort Comparison	5%					
05	2019	50%	50%	0%	56%	-6%
	2018	34%	51%	-17%	55%	-21%
Same Grade Comparison	16%					
Cohort Comparison	10%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	58%	61%	-3%	62%	-4%
	2018	51%	59%	-8%	62%	-11%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	66%	64%	2%	64%	2%
	2018	55%	60%	-5%	62%	-7%
Same Grade Comparison		11%				
Cohort Comparison		15%				
05	2019	60%	57%	3%	60%	0%
	2018	49%	61%	-12%	61%	-12%
Same Grade Comparison		11%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	39%	49%	-10%	53%	-14%
	2018	43%	56%	-13%	55%	-12%
Same Grade Comparison		-4%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	50		50	68						
ELL	23	36		54	64						
BLK	42	55	69	63	66	42	37				
HSP	40	71		60	82		45				
WHT	55	68		74	82						
FRL	43	58	74	62	72	50	34				
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	33	67		34	67		18				
ELL		50	50		60						
BLK	34	54	63	50	60	41	42				
HSP	52	78		55	67		60				
WHT	64	81		67	75						
FRL	39	58	61	51	64	47	42				

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	12	31	26	24	49	39	13				
ELL	25			50							
BLK	28	50	50	48	69	50	36				
HSP	63	73		63	67						
WHT	44	50		59	61						
FRL	34	53	47	48	67	49	42				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	59
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	72
Total Points Earned for the Federal Index	474
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	70
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	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

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

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

The school's Math Lowest Performing Quartile was the lowest performing area based on 2019 FSA. A contributing factor was the lack of interventions implemented with the large Students with Disabilities population. This has not been the trend the past 2 years.

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

The data component that showed the greates decline was Science. The decline was 6% from the previous year. The contributing factor was the lack of time devoted to the Science curriculum in 5th grade. The teachers did not balance the time with balancing effective Science instruction/planning with Math equally.

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

The data component with the greatest is third grade Reading. We are still working to build capacity with 2nd grade Reading. The data is consistent with end of year data for the 2nd grade group.

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

The data component showing the most improvement was 5th grade Reading. Teaching assignments were changed in 5th grade to enhance instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Student attendance and student tardies.

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

1. Science proficiency
2. Math gains
3. Reading gains
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Science Proficiency
Rationale	The school's Science proficiency decreased by 5 percentage points from the previous year.
State the measurable outcome the school plans to achieve	If effective Science instruction, to include hands on Science Investigations, occured 4 - 5 days a week in grades K - 5, then Science Proficiency would increase to 50%, as measured by 5th grade FCAT Science.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	
Rationale for Evidence-based Strategy	
Action Step	
Description	1. 2. 3. 4. 5.
Person Responsible	[no one identified]

#2	
Title	
Rationale	Science proficieny decreased by 5 percentage points, based on the 2019 Fifth Grade Science FCAT
State the measurable outcome the school plans to achieve	If Science instruction, including Science Investigations, is implemented effectively 4 - 5 days a week in grades K - 5, and consistently monitored, then Science proficiency would increase to 50%, as eviident by the fifth grade Science FCAT.
Person responsible for monitoring outcome	Violet Stovall (stovallv@duvalschools.org)
Evidence-based Strategy	Science instruction, including hands on investigations, will occur 4 -5 days a week in grades K-5. Standards focused instruction will be implemented during whole group and small group instruction and will be monitored weekly.
Rationale for Evidence-based Strategy	Monitoring of daily Science Instruction and labs, to ensure alignment of Science Standards, will ensure Science proficiency, as measured by PMA's, grade level assessments and FCAT Science.
Action Step	
Description	1. Differentiated small group instruction, facillitated by classroom teachers and instructional paras will occur daily 2. Monitoring/observing instruction consistently as it is reflected on the Instructional schedule. 3. Consistent analysis of Science assessment data to determine instructional focus during small groups. 4. All fifth grade students will participate in a field trip study at SeaWorld in Orlando, Florida to participate in hands-on educational experiences and to reinforce Florida Standards: SC.K.N.1.2, SC.K.N.1.5, SC.1.L.14.1, SC.1.L.17.1, SC.2.L.17.1, SC.2.L.17.2. 5. Instructional Coaches (Math/Reading) will develop Focus Calendars and provide push in support during Science instruction. 6. The Media Specialist will use the monthly Science Focus Calendar to provide Science support during student's Media time.
Person Responsible	Violet Stovall (stovallv@duvalschools.org)

#3	
Title	
Rationale	
State the measurable outcome the school plans to achieve	
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	
Rationale for Evidence-based Strategy	
Action Step	
Description	1. 2. 3. 4. 5.
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

If Science instruction, including Science Investigations, is implemented effectively 4 - 5 days a week in grades K - 5, then Science proficiency would increase to 50%, as eviident by the fifth grade Science FCAT.

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, §§ 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.

Fort Caroline Elementary plans to build positive relationships by providing activities to engage parents, family members and the community in learning that will promote student academic and social growth.

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.

School Counseling Program/Restorative Practices/PBIS Team - Fort Caroline ensures the social emotional needs of all students are met through the programs implemented through the school's MTSS team and PBIS team. The teams meets bi-monthly to address the needs of the school and specific student social and academic needs. Meetings are held to determine an action plan with academic or behavior interventions. The School Counselor also provides monthly Character Education lessons.

Student Attendance - Teachers use the Focus System to monitor student daily attendance. The School Counselor works with teachers to identify students who are consistently late or tardy to school. Parents are notified of student absences via the District's School Messaging System. The School Counselor will collaborate with teachers and parents to schedule Attendance Intervention Team meetings for students who are chronically absent.

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

The Pre-K program at Fort Caroline Elementary consists of neighborhood children. In order to prepare the Pre-K students for easy transition into Kindergarten classrooms, the Pre-K program follows the reading, writing and math curriculum as directed through the district and integrates social studies and science throughout the curriculum. The Pre-K classroom teacher implement common rituals and routines as the Kindergarten classrooms in order to prepare them for a smooth transition into Kindergarten. Professional Development will include vertical Pre-K teacher planning with Kindergarten teachers to ensure student academic readiness. The neighborhood Pre-K students visit Kindergarten classes in the Spring to enhance the transitioning process to the new school setting.
The 5th grade students visit the neighborhood middle schools in the Spring. Additionally, opportunities are provided for 5th grade students to receive information regarding middle school Magnet and Choice programs through our School Counselor.

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.

All leadership team members are responsible for monitoring the relationship between the school's vision, beliefs,
core values and expectations with our actions.
The Leadership Team consist of Principal, Assistant Principal & Reading Coach, Grade Level Representatives and School Counselor.
Administration is responsible for leading all school instruction, monitoring of Core Curriculum, Professional Development and school wide interventions.
The Instructional Coach and Administration meet weekly to discuss instructional practices, review and analyze assessment data and determine Professional Development needs for staff.
The teacher representatives and School Counselor will meet monthly to review student work and student assessment data to determine next steps and instructional focus.The teams serves as the liaison for other members of the grade levels/teams, communicates, shares and lead the work.
The Instructional Coach collaborate and plan with each grade level weekly focusing on lesson planning and Instruction.
The School Counselor or MTSS facilitator leads all Rti meetings and monthly MTSS meetings.

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

The School Counselor plans a Career Day for students in grades 3, 4 and 5. The 5th grade students also participate in lessons to provide career awareness through the School Counselor Program.

Part V: Budget

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

1	III.A.	Areas of Focus: Science Proficiency	$0.00
2	III.A.	Areas of Focus:	$0.00
3	III.A.	Areas of Focus:	$0.00
		Total:	**$0.00**