Duval County Public Schools

Alimacani Elementary School

2019-20 Schoolwide Improvement Plan

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Alimacani Elementary School

2051 SAN PABLO RD S, Jacksonville, FL 32224

http://www.duvalschools.org/alimacani

Demographics

Principal: Robyn White

Start Date for this Principal: 7/1/2010

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	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	51%
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (75%) 2017-18: A (67%) 2016-17: A (74%) 2015-16: A (64%) 2014-15: A (72%)
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 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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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	No	33%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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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.

Alimacani Elementary School is committed to providing a rigorous curriculum that inspires each learner to acquire knowledge in a safe environment. Alimacani implements standards-based best teaching educational practices that are imparted in an equitable manner in an effort to help each student realize their greatest level of academic, social, and physical achievement. Alimacani values the opportunity to foster relationships through communication among students, parents, educators, business partners and stakeholders.

Provide the school's vision statement.

Where education is a treasure and every child is inspired to reach for their dreams.

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
Stalls, Kathy	Principal	
Kasper, Angela	Assistant Principal	
Brazell, Kristen	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	138	141	139	150	140	130	0	0	0	0	0	0	0	838
Attendance below 90 percent	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	1	6	8	0	0	0	0	0	0	0	15

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	1	1	2	0	0	0	0	0	0	0	4

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)
42

Date this data was collected or last updated
Tuesday 8/20/2019

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	6	6	8	5	6	0	0	0	0	0	0	0	0	31
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	1	0	3	0	0	0	0	0	0	0	0	4

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	76%	50%	57%	75%	49%	55%
ELA Learning Gains	62%	56%	58%	67%	56%	57%
ELA Lowest 25th Percentile	56%	50%	53%	57%	54%	52%
Math Achievement	88%	62%	63%	80%	62%	61%
Math Learning Gains	79%	63%	62%	83%	63%	61%
Math Lowest 25th Percentile	78%	52%	51%	78%	54%	51%
Science Achievement	85%	48%	53%	76%	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	138 (0)	141 (0)	139 (0)	150 (0)	140 (0)	130 (0)	838 (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)	1 (0)	6 (0)	8 (0)	15 (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	81%	51%	30%	58%	23%
	2018	87%	50%	37%	57%	30%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	69%	52%	17%	58%	11%
	2018	77%	49%	28%	56%	21%
Same Grade Comparison		-8%				
Cohort Comparison		-18%				
05	2019	71%	50%	21%	56%	15%
	2018	67%	51%	16%	55%	12%
Same Grade Comparison		4%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	87%	61%	26%	62%	25%
	2018	81%	59%	22%	62%	19%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	82%	64%	18%	64%	18%
	2018	80%	60%	20%	62%	18%
Same Grade Comparison		2%				
Cohort Comparison		1%				
05	2019	85%	57%	28%	60%	25%
	2018	74%	61%	13%	61%	13%
Same Grade Comparison		11%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	81%	49%	32%	53%	28%
	2018	66%	56%	10%	55%	11%
Same Grade Comparison		15%				
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	51	55	55	65	73	74	65				
ELL	47	70		67	73						
ASN	88			82							
BLK	67	48		88	81	82	70				
HSP	74	64	71	79	79	79	81				
MUL	68	79		74	75						
WHT	78	61	43	92	78	80	90				
FRL	69	64	59	81	76	71	82				
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	46	54	36	50	65	52	38				
ELL	50	70		58	70						
ASN	75			75							
BLK	54	48		67	59		23				
HSP	72	69	69	74	86	67	86				
MUL	82	47		86	71						

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
WHT	82	68	56	81	76	50	73				
FRL	71	60	51	71	68	48	57				
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	46	41	39	51	77	72	32				
ASN	64	60		79							
BLK	67	58		74	76		57				
HSP	64	67	58	67	78	80	71				
MUL	58	58		69	74		71				
WHT	81	70	59	85	86	81	82				
FRL	64	59	53	70	79	74	65				

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	76
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	81
Total Points Earned for the Federal Index	605
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	63
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	68
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	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	73
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	75
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	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	75
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	72
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 lowest performance area overall was our BQ (lowest performing 25%) students in ELA at 56%. One of the contributing factors might be that our small group instruction does not happen daily for all students. Working to make sure small groups happen daily is a priority.

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

The greatest decline from the prior year was in ELA proficiency. We went down only 2 points from 78 to 76 percent proficient. Even though we only went down 2 percentage points, we need to make sure our small group instruction is specifically targeted to increasing students' proficiency this year.

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.

Alimacani is higher than the district and the state in all areas when looking at the data.

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

Our fifth grade Science showed the most improvement +18 points from the previous year 85% proficiency this year. We had a former ELA 5th grade teacher dedicated to teaching Science for three classes which left the other teachers only having to prep for one subject area, Math. Another team continued with the same teacher teaching Math and Science to two classes.

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

Our students with disabilities need specific attention and monitoring this year to make sure they are making the gains they need throughout the school year.

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

1. Reading lowest quartile gains
2. Reading gains
3. Reading proficiency
4. Math BQ gains
5. Math gains

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	BQ students in ELA and Math to ensure they are making gains
Rationale	This area of focus was the lowest performing area so if we increase the monitoring of students in the BQ or lowest 25% of the school, then student outcome will improve.

State the measurable outcome the school plans to achieve	Monitor the following quarterly for this group of students: i-Ready Math and Reading, Reading PMA's, Math PMA's, Achieve3000, Science PMA's, and Penda
Person responsible for monitoring outcome	Angela Kasper (kaspera@duvalschools.org)
Evidence-based Strategy	1. Support ESE/Grade Level Teachers through common planning with lesson studies to make sure lessons are aligned with the standards. 2. Target the instruction to the student levels using LLI, Phonics for Reading, and other ESE supplement materials. Meet students at their level during small groups to push them forward to grade level standards.
Rationale for Evidence-based Strategy	1. Support of planning with ESE/Grade Level Teachers will be important to help strengthen instructional practices through common planning with administration. 2. Teachers and teacher teams will use and analyze a variety of data to assess the effectiveness of instructional strategies then modify instruction if needed to continuously meet the needs of all students. Small group instruction must happen with all teachers to ensure focused teaching and learning is happening. Students must take ownership in their learning.

Action Step	
Description	1. Instructional personnel will be given time during Early Dismissal to collaborate with peers in disaggregating assessment data then identifying intervention resources to remediate students' instructional areas of weakness. 2. Administrators will participate in common planning with instructional personnel to focus on continuously improving instruction that involves collecting and analyzing data that directly informs teacher-specific instruction. 3. Ongoing coaching is provided to individual teachers, informed by classroom observations, walkthroughs, student assessments, and teacher need. Administration regularly visits classrooms to provide feedback, (glows and grows) to teachers that teachers identify as helpful and of value. 4. Administration will identify model classrooms for differentiated, data-based core and/or center learning activities and allow time for teachers to observe best practices of peers with targeted pre and post briefings. 5. Lead teachers for core content areas will attend professional development opportunities (district training, training with external organizations) related to data-based areas for growth.
Person Responsible	Kathy Stalls (stallsk@duvalschools.org)

#2	
Title	Classrooms will focus on developing the whole child and improving classroom culture, then student achievement will occur.
Rationale	During the day, students must feel safe and secure, in order for maximum learning to take place.

State the measurable outcome the school plans to achieve	Increase the usage of Sanford Harmony and Anchor 4 Life program by monitoring the Sanford Harmony lessons and meeting monthly with the Anchor 4 Life student team.
Person responsible for monitoring outcome	Kristen Brazell (ballentink@duvalschools.org)
Evidence-based Strategy	1. Establish monthly meetings with the school counselor and military life counselor with the student team of Anchor 4 Life. 2. Implement Sanford Harmony lessons during the school day and implement the Guidelines for Success GOTCHA program.
Rationale for Evidence-based Strategy	1. Student Anchor 4 Life helps new students to the school during their military transition, giving them a tour of the school and helping them meet new friends. 2. Teachers implementing Sanford Harmony lessons with meet up buddy up along with our Guidelines for Success will help students feel like they are a part of a community where everyone is responsible, respectful, safe, honest, and always do their best every day.

Action Step	
Description	1. Introduce the Military for Life Counselor to parents during both Open House sessions. 2. Establish a plan to meet monthly with the Anchor 4 Life student group. 3. Establish Sanford Harmony lessons 4. Decide on a time during the day dedicated for Sanford Harmony lessons. 5. Include GOTCHA's in every faculty/staff members hands so they are aware and able to give to students when they see responsible , respectful, safe, honest, and students always doing their best.
Person Responsible	Kathy Stalls (stallsk@duvalschools.org)

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).

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, 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.

N/A

> **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.

N/A

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

N/A

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.

N/A

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

N/A

Part V: Budget

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

1	III.A.	Areas of Focus: BQ students in ELA and Math to ensure they are making gains	$0.00
2	III.A.	Areas of Focus: Classrooms will focus on developing the whole child and improving classroom culture, then student achievement will occur.	$0.00
		Total:	$0.00