

Duval County Public Schools

Merrill Road Elementary School



2019-20 Schoolwide Improvement Plan

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Merrill Road Elementary School

8239 MERRILL RD, Jacksonville, FL 32277

<http://www.duvalschools.org/merrillroad>

Demographics

Principal: Natasha Clark

Start Date for this Principal: 7/30/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-2
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* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

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

School Grades History

Year
Grade

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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.

Merrill Road Elementary School faculty and staff will provide students with opportunities to learn and achieve success while holding them accountable for high, individual expectations; collaborating and utilizing data focused instructional practices to assist in developing the whole child.

Provide the school's vision statement.

Students will leave Merrill Road Elementary with the knowledge to succeed by achieving individual expectations for the development of the whole child.

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
Heybruch, Peggy Sue	Principal	All duties relating to student academic achievement, human resources and facility management.

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	207	172	178	0	0	0	0	0	0	0	0	0	0	557
Attendance below 90 percent	2	3	3	0	0	0	0	0	0	0	0	0	0	8
One or more suspensions	2	3	1	0	0	0	0	0	0	0	0	0	0	6
Course failure in ELA or Math	2	7	8	0	0	0	0	0	0	0	0	0	0	17
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	1	1	1	0	0	0	0	0	0	0	0	0	0	3

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	1	0	0	0	0	0	0	0	0	0	0	7
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)

23

Date this data was collected or last updated

Tuesday 7/30/2019

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	3	4	5	0	0	0	0	0	0	0	0	0	0	12
One or more suspensions	3	2	3	0	0	0	0	0	0	0	0	0	0	8
Course failure in ELA or Math	2	7	140	0	0	0	0	0	0	0	0	0	0	149
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	2	2	2	0	0	0	0	0	0	0	0	0	0	6

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	0%	50%	57%	0%	49%	55%
ELA Learning Gains	0%	56%	58%	0%	56%	57%
ELA Lowest 25th Percentile	0%	50%	53%	0%	54%	52%
Math Achievement	0%	62%	63%	0%	62%	61%
Math Learning Gains	0%	63%	62%	0%	63%	61%
Math Lowest 25th Percentile	0%	52%	51%	0%	54%	51%
Science Achievement	0%	48%	53%	0%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	K	1	2	
Number of students enrolled	207 (0)	172 (0)	178 (0)	557 (0)
Attendance below 90 percent	2 ()	3 ()	3 ()	8 (0)
One or more suspensions	2 ()	3 (0)	1 (0)	6 (0)
Course failure in ELA or Math	2 ()	7 (0)	8 (0)	17 (0)
Level 1 on statewide assessment	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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State 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
ELL											
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
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

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)	CS&I
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	33
Total Components for the Federal Index	1
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A

Native American Students	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
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.

Merrill Road is a PreK-2 school. we do not have state testing.

Based on i-Ready data, the lowest area of growth was in the area of Vocabulary in Reading. In this area we saw the percent of students on or above grade level grow from 26% proficient to 59% proficient. Vocabulary is a higher level skill that is assessed and the improvement in this area often is a bi-product of an increase in other years.

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

Merrill Road is a PreK-2 school. we do not have state testing.

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.

Merrill Road is a PreK-2 school. we do not have state testing.
We don't have state averages for i-Ready data.

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

Merrill Road is a PreK-2 school. we do not have state testing.

Based on i-Ready data, the area that showed the most improvement was Geometry in the subject of Math.

In this area we saw the percent of students on or above grade level grow from 28% of our students at or above grade level to 68% of our students at or above grade level. Last year we had a change in math interventionist/ coach which had a significant impact on our common planning sessions and instructional support in our classrooms.

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

Merrill Road is a PreK-2 school. we do not have state testing.

Based on i-Ready Data, we will continue to push our growth in all areas of reading and math. We want to continue to increase the percent of students proficient in all areas measured by i-ready Reading and i-Ready Math.

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

1. Increase student learning as measured by i-Ready Reading
2. Increase student learning as measured by i-Ready Math
3. Support and continue to develop our school culture to be safe and promote student learning.
4. Teach understanding and acceptance of cultural and other differences to promote harmony and well being for our well-rounded students, faculty and staff.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increased Academic Achievement - Reading & Math According to our i-Ready Reading data from the Spring 2019 Post-Assessment, 67%, 371 students were at or above grade level (green), 30%, 166 students were one level below grade level (yellow) and 3%, 16 students were two or more levels below grade level.
Rationale	According to our i-Ready Math data from the Spring 2019 Post-Assessment, 63%, 348 students were at or above grade level (green), 34%, 188 students were one level below grade level (yellow) and 3%, 16 students were two or more levels below grade level. According to our i-Ready Reading data from the Spring 2019 Post-Assessment, 67%, 371 students were at or above grade level (green), 30%, 166 students were one level below grade level (yellow) and 3%, 16 students were two or more levels below grade level.
State the measurable outcome the school plans to achieve	We plan to achieve a 10% increase in the number of students at or above grade level resulting in approximately 55 more students scoring at or above grade level on the Spring 2020 i-Ready Reading Assessment.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	New Reading Programs: LLI and RMSE Differentiated Small Group Instruction Reading Intervention Groups Common Planning and Collaborative Practices Among Teachers
Rationale for Evidence-based Strategy	All of the above programs are backed by researched that shows it benefits learners who need remediation and/or acceleration in the various domains of reading.
Action Step	
Description	1. Common Planning for all K-2 Teachers 2. Positive Relationship book study and implementation will be used to increase positive interactions between adults and students. 3. Data Chats used to set goals for teachers and students and monitor student learning towards goal achievement. 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).

Develop and sustain a diverse, respectful culture of safe social and emotional development for both students and adults.

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.

We plan to build positive relationships with parents, families and other community stakeholders to fulfill our mission and support the needs of our students. Our relationships with stakeholders will continue to grow in a positive direction by focusing efforts to provide consistent and accurate communication and engagement activities that engage stakeholders in a positive manner with cultural awareness and acceptance.

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.

Merrill Road Elementary has a full time school counselor that combined with classroom implementation of Sanford Harmony and school-wide "Bucket Filler" programs to support the social-emotional needs of all students. We also have a strong partnership with Arlington Full Service to provide a continuum of mental health services to our students and their families.

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

Incoming students are provided orientation to our school before the start of the school year. Our outgoing second graders are provided opportunities to gain familiarity with our partner school that serves students in grades 3-5 through field trips to the other school and parent/student nights for the transitioning students.

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.

School leadership use triangulated data to align available resources to meet the needs of all students and maximize desired student outcomes. Differentiated instruction in both reading and math also maximize student learning. The team responsible is the MTSS team that disaggregates the highest level of student data as they develop and implement strategies to meet the needs of all students.

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

Included in our Social Studies curricular topics and imbedded in our reading program is exposure to various careers. We also increase awareness of colleges through our "Duval Goes to College" celebration each school year.

Part V: Budget

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

1	III.A.	Areas of Focus: Increased Academic Achievement - Reading & Math	\$0.00
Total:			\$0.00