

Duval County Public Schools

Ramona Boulevard Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	15
Positive Culture & Environment	20
Budget to Support Goals	20

Ramona Boulevard Elementary School

5540 RAMONA BLVD, Jacksonville, FL 32205

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

Demographics

Principal: Devonne Lampkin

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (35%) 2017-18: D (38%) 2016-17: F (28%) 2015-16: C (46%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	20

Ramona Boulevard Elementary School

5540 RAMONA BLVD, Jacksonville, FL 32205

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School KG-5</p>	<p>2019-20 Title I School</p> <p>Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>91%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	D	F

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.

It is our mission to establish an environment that addresses and promotes the needs of the whole child. This environment will provide exciting opportunities for all students, staff members, parents and community members to experience success. Students will learn the importance of working together to solve problems and reach common goals.

Provide the school's vision statement.

We believe that all students at Ramona Boulevard Elementary School will become life long learners by participating in a comprehensive academic program that fosters creativity and independent thinking

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Lampkin, DeVonne	Principal	Provide strategic direction in the school system. Develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. Develops safety protocols and emergency response procedures.
Campbell, Monifa	Instructional Coach	
Stroman, Robin	Instructional Coach	
Carr, Elisha	Instructional Coach	
Sapp, Daniel	Assistant Principal	<p>Assist the principal in interviewing and evaluating instructional and non-instructional staff.</p> <p>Supervise instructional and non-instructional staff.</p> <p>Help create school-wide goals including those related to student learning and student behavior.</p> <p>Manage student behavioral issues including those in the cafeteria along with those referred by teachers and bus drivers.</p> <p>Supervise or arrange for supervision of student activities both during and after school hours including school assemblies, athletic activities, and music and drama productions.</p> <p>Share responsibility for setting and meeting the school's budget.</p> <p>Set up the academic schedule for teachers and students.</p> <p>Keep track of all activities on the school calendar.</p> <p>Conduct staff meetings.</p>
Pennington, Amber	Instructional Coach	

Demographic Information

Principal start date

Monday 7/1/2019, Devonne Lampkin

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

19

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (35%) 2017-18: D (38%) 2016-17: F (28%) 2015-16: C (46%)
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 .	

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	56	53	53	80	58	54	0	0	0	0	0	0	0	354
Attendance below 90 percent	35	24	26	23	21	20	0	0	0	0	0	0	0	149
One or more suspensions	6	2	5	5	5	7	0	0	0	0	0	0	0	30
Course failure in ELA	3	5	1	1	0	5	0	0	0	0	0	0	0	15
Course failure in Math	3	2	5	0	0	15	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	30	42	45	43	50	29	0	0	0	0	0	0	0	239

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	3	2	2	0	0	5	0	0	0	0	0	0	0	12
Students retained two or more times	1	1	2	5	4	3	0	0	0	0	0	0	0	16

Date this data was collected or last updated

Wednesday 6/3/2020

Prior Year - 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	
Number of students enrolled	27	54	58	91	64	68	0	0	0	0	0	0	0	362
Attendance below 90 percent	27	25	34	22	28	15	0	0	0	0	0	0	0	151
One or more suspensions	2	2	8	2	3	3	0	0	0	0	0	0	0	20
Course failure in ELA or Math	0	1	1	2	0	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	42	56	51	0	0	0	0	0	0	0	149

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	23	30	45	26	48	41	0	0	0	0	0	0	0	213

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	31	61	51	156	43	18	0	0	0	0	0	0	0	360
Students retained two or more times	23	49	70	82	126	108	0	0	0	0	0	0	0	458

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	
Number of students enrolled	27	54	58	91	64	68	0	0	0	0	0	0	0	362
Attendance below 90 percent	27	25	34	22	28	15	0	0	0	0	0	0	0	151
One or more suspensions	2	2	8	2	3	3	0	0	0	0	0	0	0	20
Course failure in ELA or Math	0	1	1	2	0	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	42	56	51	0	0	0	0	0	0	0	149

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	23	30	45	26	48	41	0	0	0	0	0	0	0	213

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	31	61	51	156	43	18	0	0	0	0	0	0	0	360
Students retained two or more times	23	49	70	82	126	108	0	0	0	0	0	0	0	458

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	22%	50%	57%	23%	49%	55%
ELA Learning Gains	38%	56%	58%	31%	56%	57%
ELA Lowest 25th Percentile	20%	50%	53%	41%	54%	52%
Math Achievement	41%	62%	63%	29%	62%	61%
Math Learning Gains	53%	63%	62%	24%	63%	61%
Math Lowest 25th Percentile	38%	52%	51%	27%	54%	51%
Science Achievement	35%	48%	53%	24%	50%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	22%	51%	-29%	58%	-36%
	2018	30%	50%	-20%	57%	-27%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	22%	52%	-30%	58%	-36%
	2018	22%	49%	-27%	56%	-34%
Same Grade Comparison		0%				
Cohort Comparison		-8%				
05	2019	22%	50%	-28%	56%	-34%
	2018	26%	51%	-25%	55%	-29%
Same Grade Comparison		-4%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	48%	61%	-13%	62%	-14%
	2018	20%	59%	-39%	62%	-42%
Same Grade Comparison		28%				
Cohort Comparison						
04	2019	30%	64%	-34%	64%	-34%
	2018	35%	60%	-25%	62%	-27%
Same Grade Comparison		-5%				
Cohort Comparison		10%				
05	2019	34%	57%	-23%	60%	-26%
	2018	35%	61%	-26%	61%	-26%
Same Grade Comparison		-1%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	33%	49%	-16%	53%	-20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	36%	56%	-20%	55%	-19%
Same Grade Comparison		-3%				
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	16	28	21	27	38	33	9				
BLK	19	30	6	39	48	38	26				
HSP	25	69		44	62						
WHT	27	57		48	67						
FRL	18	38	22	39	51	37	37				
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				

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	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	

ESSA Federal Index	
Total Points Earned for the Federal Index	247
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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 ELA component performed the lowest overall 22% proficiency. This is a trend. The contributing factor to last year's low performance was due to the amount of minutes allowed in the schedule teaching standard base reading instruction.

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

The lowest performing quartile in ELA showed the greatest decline, 41% to 21% The main contributing factor decrease of instructional time in small group instruction and standard based instruction.

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 ELA component had the greatest gap when compared to the state average. This is not a trend as 2018, math had the greatest gap. The main contributing factor to the gap between Ramona and the state average is due to instructional time in small group instruction and standard based instruction.

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

The math component showed the most improvement due to experience level of the teachers, the collaborative planning of the teachers and the minutes of instruction in 3rd grade allowed students to have more time to interact and practice with grade level work.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The two potential areas of concerning Ramona will identify are: Number of students whose is Attendance below 90% Number of students who scored Level 1 on statewide assessments

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

1. Number of students who scored level 1 on statewide assessments
2. Number of Black/African American Students subgroups below 41%
3. Number of students whose attendance is below 90%
4. Number of students with disabilities subgroup below 41%
5. Number of economically disadvantage students subgroup below 41%

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale: Our Economically Disadvantaged Students scored 18% proficiency in ELA which is well below the 41% threshold. This has been a trend for many years.

Measurable Outcome: Ramona's Economically Disadvantage Students will achieve their ELA proficiency from 18% to 41%.

Person responsible for monitoring outcome: Elisha Carr (carre1@duvalschools.org)

Hire additional Grades 3-5 teacher. Use Reading Coaches increase teaching capacity.
Utilize ISI Region ELA Instructional Focus Calendar, Text Sets (includes LAFS), Tasks, and Performance Tasks

Implementation of DI Programs RMSE (K-2) and Corrective Reading (3-5)

Evidence-based Strategy: Teachers will utilize the Know, Understand, Do, Strategy (kUDs) methods to plan and effectively deliver standards-based instruction.
Maintain Reading Coordinator who will provide professional development and instructional support to teachers instruction time during the instructional block.

Due to many students registering for online learning, Ramona will purchase Interactive multimedia which allows learners to provide input to an online course and receive feedback as a result of the input. These carts integrate various learning styles into one experience. It also equips teachers with new, innovative ways to teach the various subjects with virtual manipulatives and other hands-on experiences. Because of this, students develop a more positive attitude for learning, they are more attentive during learning, and retain more.

Rationale for Evidence-based Strategy: The Reading Coach and Reading Coordinator will bring evidence-based practices into classrooms by working with teachers and other school leaders. They will focus one-on-one and small group support for teacher and school leaders around evidence-based literacy strategies and the instructional coaching process with the goals of increasing student engagement, improving student achievement, and building teacher capacity in schools.

Action Steps to Implement

1. Search districts candidates on file
2. Attend teaching recruitment fairs
3. Select the best candidate based on school needs
4. Focus on mentorship and professional development to retain teacher

Person Responsible DeVonne Lampkin (lampkind@duvalschools.org)

#2. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale: Ramona's Black/African American Students scored 39% proficient in math, 6% lower than HSP and 9% lower than Wht students.

Measurable Outcome: Ramona's Black/African American Students will score at or above 45% thereby closing the achievement gap with other subgroups.

Person responsible for monitoring outcome: Monifa Campbell (jonesm13@duvalschools.org)

Students will receive small group instruction and tutoring using real-world applications of the math content contained in the Curriculum Associates MAFS supplemental curriculum. Instruction will be presented in short, scaffolded lessons that focus on one or more MAFS, and the Mathematical Practice Standards (MPS) are integrated throughout instruction.

Evidence-based Strategy: The math coach, an instructional coordinator will provides support and assistance to all classroom teachers in the full implementation of the district’s adopted math program and will help devise an improvement strategy based on their findings.

Teachers will utilize the Know, Understand, Do, Strategy (KUDS) methods to plan and effectively deliver standards-based instruction. Utilize district math Instructional Focus Calendar and resources on TEAMS School based math coach will Participate in ISI Math Coach Training

Implementation of Acaletics (2-5)

Use Math Centers-i-Ready, teacher-led and independent student-led with accountability

Rationale for Evidence-based Strategy: Curriculum Associates MAFS supplemental curriculum encourages students to develop a deeper understanding of mathematics concepts through the embedded Standards for Mathematical Practices. It builds on students’ prior knowledge with lessons that make connections within and across grade levels and directly address the major focus of the grade. Incorporates a classroom mathematics routine that promotes conversations and increases accessibility of the mathematics for all students and prepares students for the challenges of the Florida Standards Assessment with tasks and activities that have a balance of conceptual understanding, procedural skills, fluency, and application.

The Math coach works with classroom teachers in assisting with the full

Action Steps to Implement

No action steps were entered for this area of focus

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Our Students with Disabilities scored 16% proficiency in ELA which is well below the 41% threshold. This has been a trend for many years.

Measurable Outcome: Students with Disabilities ELA proficiency will increase from 16% to 41%.

Person responsible for monitoring outcome: Robin Stroman (stromanr1@duvalschools.org)

Evidence-based Strategy: Hire additional paraprofessional whose focus will be to support our students with disability. Maintain a full-time media specialist who would be responsible for promoting literacy, teaching research methods, and planning lessons that relate to the library.

Rationale for Evidence-based Strategy: Paraprofessionals often provide one-on-one instructional assistance under the direct supervision of the qualified teacher. The SWD paraprofessional will be able to repeat what the teacher said and re-explain each step of an assignment. They monitor the students environment to make sure they are not overwhelmed or anxious and also help students prepare materials to keep them organized.

Media specialist are responsible for various roles which include team teaching in the classroom, taking a small group for reading or teaching literacy skills.

Action Steps to Implement

1. Search districts candidates on file
2. Attend para recruitment fairs
3. Select the best candidate based on school needs
4. Focus on mentorship and professional development to retain paraprofessionals

Person Responsible DeVonne Lampkin (lampkind@duvalschools.org)

#4. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Less than 60% of 3-5 classrooms at Ramona implemented standards-aligned small group instruction/remediation, tasks, or assessments. When small group instruction/remediation was observed in the classroom there was inadequate evidence of standards-based instruction.

Measurable Outcome: 100% of 3-5 teachers will engage in effective planning procedures and implement small group/remediation standards-based instruction with success.

Person responsible for monitoring outcome: DeVonne Lampkin (lampkind@duvalschools.org)

Ramona will use materials that are aligned to state standards that will ensure that students are exposed to standards aligned instruction, tasks and assessments.

Evidence-based Strategy: Ramona will set quarterly learning targets for individual students, classrooms, for grade levels as well as for the entire school.

Ramona will differentiate small group/remediation based on standard based outcomes
When using standard based materials that are aligned to the state standards, you make certain that what students are working on and exposed to will aligned to how they will be assessed.

Rationale for Evidence-based Strategy: By setting quarterly learning targets it will help us to look at expected achievement and re-calibrate our learning goals .

Differentiation is the most efficient and effective way to ensure student progression on a particular skill.

Action Steps to Implement

During instructional rounds, administration walk throughs and coaches check ins, we will confirm teachers are using standard based materials provided by the district as well as the school. ie., LAFS, MAFS, Practice and Problem Solving, Performance Coach, Freckle, Achieve and i-Ready.

Person Responsible Daniel Sapp (sappjrd@duvalschools.org)

After each assessment, specific learning targets will be set according to students' achievement level on individual standards.

Person Responsible DeVonne Lampkin (lampkind@duvalschools.org)

After each assessment, the data will be analyzed and targets set. Once the needs of the students have been determined, student groups will be formed and instruction will be planned and organized with the supplied standard based materials.

Person Responsible Amber Pennington (penningtona@duvalschools.org)

We will use the data from the standard walkthrough dashboard to observe small group walkthroughs are being conducted.

Person Responsible DeVonne Lampkin (lampkind@duvalschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The effects of excessive student absences can be devastating. Truant students are unable to catch up in school due to their repeated absences which lead to poor school performance, subsequent failures, and the possibility of not graduating. Ramona will employ a truancy officer that will help improve educational outcomes for students by focusing more on counseling and community outreach to prevent absences.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Ramona provides support services that develop family and community partnerships. We employ a family/community liaison that is housed in our parent/family room. She works five hours a day where she holds parent meetings and provides resources for families. Each year we have a developmental meeting where we survey parents to see which workshops, webinars and events they would like to be held, such as Literacy Nights and Math Nights. We give assistance to parents for services in our community through our community and faith based partnerships that include health and nutrition and other community activities. We also partner with two after school programs: the Boys and Girls club, which is housed in our neighborhood apartment complex as well as the YMCA Team Up program housed at the school that provides enrichment activities as well as homework assistance.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged				\$81,234.43
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	0791 - Ramona Boulevard Elementary School	UniSIG	1.0	\$56,947.63

			<p><i>Notes: This AVID Coordinator will work with all grade levels in our school, specifically the Lowest Performing Quartile students in each grade level. The AVID strategies and Professional Development we have had over the last 2 years has helped our students improve in ELA and Reading. In an effort to sustain the AVID implementation, this AVID Coordinator is needed. Due to home learning for 2-3 months during the 2019-2020 school year, we will need to push-in and pull-out students from small group instruction, teacher support during common planning, embedding literacy strategies in all subjects, and assisting students with AVID strategies. This position's qualifications are: Education: Bachelor's degree from an accredited college or university. Master's degree preferred. Experience: Demonstrated ability in comprehending grant programs, evaluation, data analysis and report generation. Certifications & Licenses: Florida Department of Education Certification in Supervision or Administration and Supervision/Educational Leadership preferred. If approved, the candidate who was with us last year, will continue to fulfill the duties above. This position will be funded by UniSIG (100%).</i></p>		
	5100	510-Supplies	0791 - Ramona Boulevard Elementary School	UniSIG	\$1,528.80
			<p><i>Notes: ScienceSaurus Student Handbook Gr 4-5 The line item will be used to support science supplies for all grade 5 students to complete project-based learning lessons align to the nature of Science; force and motion; and physical science learning activities to build background knowledge through real connections in order to further support standards-based science instruction (interactive science journals, thermometers). Please see the attached quote</i></p>		
	5100	510-Supplies	0791 - Ramona Boulevard Elementary School	UniSIG	\$950.34
			<p><i>Notes: Game Active Play Pack Sportime pack The line item will be used to support science supplies for all grade 5 students to complete project-based learning lessons align to the nature of Science; force and motion; and physical science learning activities to build background knowledge through real connections in order to further support standards-based science instruction (interactive science journals, thermometers). Please see the attached quote</i></p>		
	6400	210-Retirement	0791 - Ramona Boulevard Elementary School	UniSIG	\$5,694.76
			<p><i>Notes: AVID Coordinator Benefits Retirement at 10.00%</i></p>		
	6400	220-Social Security	0791 - Ramona Boulevard Elementary School	UniSIG	\$4,356.49
			<p><i>Notes: AVID Coordinator Benefits Social Security at 7.65%</i></p>		
	6400	231-Health and Hospitalization	0791 - Ramona Boulevard Elementary School	UniSIG	\$9,988.61
			<p><i>Notes: AVID Coordinator Benefits Group Health at 17.54%</i></p>		
	6400	232-Life Insurance	0791 - Ramona Boulevard Elementary School	UniSIG	\$11.39
			<p><i>Notes: AVID Coordinator Benefits Life Insurance at .02%</i></p>		
	6400	240-Workers Compensation	0791 - Ramona Boulevard Elementary School	UniSIG	\$535.31
			<p><i>Notes: AVID Coordinator Benefits Workers Compensation at .94%</i></p>		
	6400	290-Other Employee Benefits	0791 - Ramona Boulevard Elementary School	UniSIG	\$307.52
			<p><i>Notes: AVID Coordinator Benefits Benefits Flex Medical at .54%</i></p>		
	5100	510-Supplies	0791 - Ramona Boulevard Elementary School	UniSIG	\$913.58
			<p><i>Notes: Supplies paper, toner, pencils, pens, dry erase markers, index cards, composition books to support all grade levels with both core instruction and small group instruction.</i></p>		
2	III.A.	Areas of Focus: ESSA Subgroup: African-American			\$28,451.71

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	0791 - Ramona Boulevard Elementary School	UniSIG	1.0	\$15,330.60
			<i>Notes: *General Education Paraprofessional This line item will be used to support students in all grade levels who need both academic and behavioral support. General Education Paraprofessionals work directly under the supervision of a classroom teacher. neral Education Paraprofessionals work directly under the supervision of a classroom teacher. \$8.87 - \$9.65 / Per Hour; Kind of Work + benefits @ 17.06%. The Instructional, Paraprofessional (Regular Needs) The Instructional, Paraprofessional (Regular Needs) is assigned for at least 80% of the workday the responsibility for assisting classroom teachers with instruction and the maintenance of discipline in general education instructional situations. Responsibilities for most of the time will be spent on small group tutoring or instruction of children. Other responsibilities such as additional related classroom clerical duties, cafeteria duty, etc. will be assigned for a minor portion of the workday by the principal. This candidate was with us last year, will continue to fulfill the duties above. This position will be funded by UniSIG (100%).</i>			
	5100	510-Supplies	0791 - Ramona Boulevard Elementary School	UniSIG		\$2,752.86
			<i>Notes: J & J Educational Boot Camp Science bootcamp Classroom Package The line item will be used to support science supplies for all grade 5 students to complete project-based learning lessons align to the nature of Science; force and motion; and physical science learning activities to build background knowledge through real connections in order to further support standards-based science instruction (interactive science journals, thermometers). Please see the attached quote</i>			
	5100	510-Supplies	0791 - Ramona Boulevard Elementary School	UniSIG		\$395.69
			<i>Notes: Aramark student science materials The line item will be used to support science supplies for all grade 5 students to complete project-based learning lessons align to the nature of Science; force and motion; and physical science learning activities to build background knowledge through real connections in order to further support standards-based science instruction (interactive science journals, thermometers). Please see the attached quote</i>			
	5100	210-Retirement	0791 - Ramona Boulevard Elementary School	UniSIG		\$1,533.06
			<i>Notes: Paraprofessional Benefits Retirement at 10.00%</i>			
	5100	220-Social Security	0791 - Ramona Boulevard Elementary School	UniSIG		\$1,172.79
			<i>Notes: Paraprofessional Benefits Social Security at 7.65%</i>			
	5100	231-Health and Hospitalization	0791 - Ramona Boulevard Elementary School	UniSIG		\$6,900.30
			<i>Notes: Paraprofessional Benefits Group Health at 45.01%</i>			
	5100	232-Life Insurance	0791 - Ramona Boulevard Elementary School	UniSIG		\$9.20
			<i>Notes: Paraprofessional Benefits Life Insurance at .06%</i>			
	5100	240-Workers Compensation	0791 - Ramona Boulevard Elementary School	UniSIG		\$144.11
			<i>Notes: Paraprofessional Benefits Workers Compensation at .94%</i>			
	5100	290-Other Employee Benefits	0791 - Ramona Boulevard Elementary School	UniSIG		\$213.10
			<i>Notes: Paraprofessional Benefits Benefits Flex Medical at 1.39%</i>			
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$2,395.89
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	5100	510-Supplies	0791 - Ramona Boulevard Elementary School	UniSIG		\$2,395.89
			<i>Notes: HomeScience Tools Science Kits The line item will be used to support science supplies for all grade 5 students to complete project-based learning lessons align to the nature of Science; force and motion; and physical science learning activities to build background knowledge through real connections in order to further support standards-based science instruction (interactive science journals, thermometers). Please see the attached quote</i>			
4	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$40,811.28
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7300	110-Administrators	0791 - Ramona Boulevard Elementary School	UniSIG	0.4	\$29,798.39
			<i>Notes: *Supplemental Assistant Principal Supplemental Assistant Principal is not a new position in the district, but it will be a newly added layer of support for the school. The primary role of the supplemental assistant principal is to provide additional administrative instructional support to content area teachers of students who are in a state assessed grade and/or course based upon a tiered level of needed support. The supplemental AP will work in coordination with the Innovation and School Improvement Region Executive Directors and the School principal to: -Provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement and closing the achievement gap in tested grades; -The Supplemental Assistant Principal will also serve as the lead of grade level ELA, Math, and Science Professional learning communities based upon school data reviews; -To ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and -Support the effective use of benchmarks, learning, and expectations. -Provide direct feedback measures to identified instructional staff to ensure accountability for all participants engaged in the educational process. -Support and promote a positive learning culture through job-embedded, real time provide coaching of identified instructional staff in the application of best practices for increasing student achievement and standards mastery. Yes, the same employee will continue for the 20-21 SY; This position was approved in the 19-20 UniSIG grant; Yes this position is shared between Ramona, Annie R. Morgan, and Reynolds Lane and split funded between the three schools.</i>			
	7300	210-Retirement	0791 - Ramona Boulevard Elementary School	UniSIG		\$2,979.80
			<i>Notes: Supplemental Assistant Principal Retirement at 10.00%</i>			
	7300	220-Social Security	0791 - Ramona Boulevard Elementary School	UniSIG		\$2,279.55
			<i>Notes: Supplemental Assistant Principal Social Security at 7.65%</i>			
	7300	231-Health and Hospitalization	0791 - Ramona Boulevard Elementary School	UniSIG		\$5,226.57
			<i>Notes: Supplemental Assistant Principal Group Health at 17.54%</i>			
	7300	232-Life Insurance	0791 - Ramona Boulevard Elementary School	UniSIG		\$5.96
			<i>Notes: Supplemental Assistant Principal Life Insurance at .02%</i>			
	7300	240-Workers Compensation	0791 - Ramona Boulevard Elementary School	UniSIG		\$280.10
			<i>Notes: Supplemental Assistant Principal Workers Compensation at 1.45%</i>			
	7300	290-Other Employee Benefits	0791 - Ramona Boulevard Elementary School	UniSIG		\$160.91
			<i>Notes: Supplemental Assistant Principal Benefits Flex Medical at .54%</i>			
	7300	330-Travel	0791 - Ramona Boulevard Elementary School	UniSIG		\$80.00
			<i>Notes: Supplemental Assistant Principal In County Travel</i>			

	Total: \$160,645.00
--	-----------------------------------