

Duval County Public Schools

Ortega Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Positive Culture & Environment	21
Budget to Support Goals	0

Ortega Elementary School

4010 BALTIC ST, Jacksonville, FL 32210

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

Demographics

Principal: Shannon Rose Hammond

Start Date for this Principal: 7/1/2017

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* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: C (52%) 2016-17: C (51%) 2015-16: C (43%)
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 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	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

Ortega Elementary School

4010 BALTIC ST, Jacksonville, FL 32210

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	C	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Mission Statement: Ortega Museum Magnet partners with area museums to provide hands-on, minds-on learning experiences for students to examine their world, explore their strengths and exhibit their knowledge.

Provide the school's vision statement.

Vision Statement: Be a learning community where highly qualified staff, committed students, supportive families, and a community of partnerships work together to create a positive school culture meeting the needs of ALL students.

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
Rose-Hamann, Shannon	Principal	
Carter, Cassandra	School Counselor	
Noll, Mary	Instructional Coach	

Demographic Information

Principal start date

Saturday 7/1/2017, Shannon Rose Hammond

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.*

5

Total number of teacher positions allocated to the school

19

Demographic Data

2020-21 Status (per MSID File)	Active
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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%
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School Grades History	2018-19: A (64%) 2017-18: C (52%) 2016-17: C (51%) 2015-16: C (43%)
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 .	

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	60	55	60	55	43	48	0	0	0	0	0	0	0	321
Attendance below 90 percent	18	15	10	24	7	11	0	0	0	0	0	0	0	85
One or more suspensions	1	1	0	2	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	3	1	0	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	1	0	0	3	1	0	0	0	0	0	0	0	0	5

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	5	2	8	11	5	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 6/9/2020

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	0	62	62	60	57	60	0	0	0	0	0	0	0	301
Attendance below 90 percent	0	17	12	14	14	12	0	0	0	0	0	0	0	69
One or more suspensions	0	11	1	1	5	1	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	5	1	0	0	0	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	7	10	0	0	0	0	0	0	0	17

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	0	0	4	4	9	0	0	0	0	0	0	0	19

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	1	4	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	62	62	60	57	60	0	0	0	0	0	0	0	301
Attendance below 90 percent	0	17	12	14	14	12	0	0	0	0	0	0	0	69
One or more suspensions	0	11	1	1	5	1	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	5	1	0	0	0	0	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	7	10	0	0	0	0	0	0	0	17

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	0	0	4	4	9	0	0	0	0	0	0	0	19

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	1	4	0	0	0	0	0	0	0	5
Students retained two or more times	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	52%	50%	57%	50%	49%	55%
ELA Learning Gains	55%	56%	58%	58%	56%	57%
ELA Lowest 25th Percentile	60%	50%	53%	40%	54%	52%
Math Achievement	63%	62%	63%	63%	62%	61%
Math Learning Gains	77%	63%	62%	57%	63%	61%
Math Lowest 25th Percentile	71%	52%	51%	28%	54%	51%
Science Achievement	68%	48%	53%	58%	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	44%	51%	-7%	58%	-14%
	2018	46%	50%	-4%	57%	-11%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	53%	52%	1%	58%	-5%
	2018	47%	49%	-2%	56%	-9%
Same Grade Comparison		6%				
Cohort Comparison		7%				
05	2019	47%	50%	-3%	56%	-9%
	2018	53%	51%	2%	55%	-2%
Same Grade Comparison		-6%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	44%	61%	-17%	62%	-18%
	2018	56%	59%	-3%	62%	-6%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2019	57%	64%	-7%	64%	-7%
	2018	63%	60%	3%	62%	1%
Same Grade Comparison		-6%				
Cohort Comparison		1%				
05	2019	67%	57%	10%	60%	7%
	2018	58%	61%	-3%	61%	-3%
Same Grade Comparison		9%				
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	63%	49%	14%	53%	10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	63%	56%	7%	55%	8%
Same Grade Comparison		0%				
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	23	50	56	53	75	75	50				
ELL	30			30							
BLK	48	68	69	57	77	81	57				
HSP	50	35		55	62		77				
WHT	61	56		75	89		85				
FRL	45	56	65	55	73	74	61				
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	11	31	24	26	34	24	33				
ELL	10			10							
BLK	44	59	33	49	57	19	54				
HSP	49	56	40	55	65		62				
WHT	57	61		80	69		79				
FRL	46	57	38	56	62	29	55				
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	28	39	33	34	39						
BLK	48	57	33	60	55	8	37				
HSP	37	47		47	53						
WHT	57	62		71	60		83				
FRL	45	54	36	58	53	27	63				

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	64
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	69
Total Points Earned for the Federal Index	515
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	55
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	65
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0

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%	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	73
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	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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 data component showing the lowest performance was ELA Achievement with 52%. 47% of fifth graders, 54% of fourth graders, and 42% of third graders were considered proficient. Our third grade group had the lowest proficiency. Many of these students struggled with phonics as well as reading fluency and comprehension, and according to our baseline test 79% of them began the year significantly below level. Although we did provide daily Reading Mastery lessons as well as extensive remediation utilizing Leveled Literacy Instruction, LAFS, and targeted instruction based on individualized needs, it was not enough to bring the majority of our students to grade level. We must provide intensive remediation for all students and work with families and community stakeholders to help all students learn to read. We have two VE teachers for the school, and each teacher is responsible for servicing students on three different grade levels. WE utilized a reading tutor, a reading coach, a parent liaison, our para-professionals, and our school administrators to provide small group instruction and remediation.

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

The only data component that declined was ELA Gains. ELA Gains declined from 59 in 2018 to 55 in 2019. However, our LPQ Learning Gains increased from 40 in 2018 to 60 in 2019. We were providing intense support and remediation to the students in our lowest performing quartile but our remaining students did not receive the same level of remediation which could be a contributing factor to the decline. However, all students did receive a daily reading intervention in a small group setting. Some of the students who showed a decline were fourth graders; therefore, their performance on the writing component of the test was a contributing factor as well. In addition, several of our high performing students did not make learning gains. In 2020-2021 we will focus on providing enrichment opportunities for our high performing students in order to improve our learning gains. It is also important to note that in 2018 100% of our intermediate ELA teachers were new to the grade level, so there was a learning curve to overcome.

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.

Compared to the state average our greatest gap was ELA Achievement. 52% of Ortega's students were considered proficient while 57% of Florida's students were considered proficient. 47% of our fifth graders, 54% of our fourth graders, and 42% of our third graders were proficient. Our third graders had the lowest proficiency. These students struggled with reading fluency and comprehension.

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 the Mathematics LPQ Learning Gains which moved from 27% in 2018 to 71% in 2019. Our school took several new actions to contribute to this improvement. First, we assigned every student in the lowest performing quartile to a school mentor and made it a school goal to improve our teacher-student relationships. Next, we began "Ortega Outreach," a tutoring program held at a nearby apartment complex one Saturday each month. Finally, in addition to offering tutoring before and after school, we provided one hour of daily remediation to the students in the LPQ. During this hour of remediation we utilized differentiated, standards based instruction with frequent progress monitoring. Many staff and faculty members led small groups including the principal, assistant principal, VE teachers, school tutor, school para-professionals, parent liaison, and reading coach.

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

One area of concern is our English Language Learners. Classroom teachers will work closely with our ELL Para to ensure that our ELL students receive differentiated small group instruction each day and work on Imagine Learning for a minimum of 70 minutes each week. Furthermore, our ELL para will build and maintain strong, positive relationships with these families and we will provide a coffee chat for our ELL families on a quarterly basis.

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

1. ELA Achievement
2. ELA Gains
3. ELA LPQ Gains
4. Math Achievement
5. Maintaining our growth in all seven academic categories

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Reading Achievement. Our Reading Achievement was five percentage points below the state average. Our students must be proficient readers in order to excel in other subject areas and to eventually be prepared for success in college or a career, and life.

Measurable Outcome: We plan to increase our Reading Achievement to 55 percent. If we implement rigorous, differentiated, data driven instruction in every classroom, then our proficiency, learning gains, and bottom quartile learning gains will improve in all academic areas.

Person responsible for monitoring outcome: Mary Noll (nollm@duvalschools.org)

Evidence-based Strategy: Our school Reading Coach will design, monitor, and assess reading achievement progress and provide professional development and coaching for teachers.
A tutor will work for five hours each day to provide remediation for students.
A part-time paraprofessional will provide reading remediation and enrichment for students.
A parent liaison will work to build strong relationships with families and stakeholders and work with community, business and faith-based partners to secure resources and mentors for students which will transfer to an increase in students' reading proficiency.
All K-2 students will participate in Reading Mastery. Teachers will be trained and will implement the program correctly and with fidelity.
LLI (Leveled Literacy Instruction) will be used with select students in grades K-5.
Materials will be purchased and utilized to support students for tutoring. Materials include but are not limited to interactive carts, computers, Reflex Math, LLI kits, series books, scholastic books, and novel sets.

Rationale for Evidence-based Strategy: We must improve our Reading Achievement. This will require intensive remediation and effective intervention implementation in all grade levels. Reading Mastery and LLI will be used in grades K-2 and LLI and LAFS will be utilized in grades 3-5.

Action Steps to Implement

1. The Reading Coach will monitor and assess reading achievement progress as well as provide professional development and coaching for teachers.

Person Responsible Mary Noll (nollm@duvalschools.org)

All K-2 students will receive differentiated instruction through Reading Mastery.

Person Responsible Mary Noll (nollm@duvalschools.org)

A tutor will work with small groups of students to implement interventions and provide reading remediation.

Person Responsible Mary Noll (nollm@duvalschools.org)

A part-time para will work with small groups of students to implement interventions, enrichment opportunities, and remediation for students.

Person Responsible Mary Noll (nollm@duvalschools.org)

Students in grades 3-5 will participate in a reading competition centered on the Sunshine State Young Readers books.

Person Responsible Mary Noll (nollm@duvalschools.org)

The school will participate in "One School, One Book" which allows for all families to receive and read the same book.

Person Responsible Mary Noll (nollm@duvalschools.org)

Classroom libraries will be well utilized and well organized to provide appealing, interesting, and appropriate books for students with easy access.

Person Responsible Mary Noll (nollm@duvalschools.org)

Students will participate in data chats to set reading goals.

Person Responsible Mary Noll (nollm@duvalschools.org)

Teachers will collaboratively plan core reading instruction during weekly common planning meetings with a focus on standards-based reading, tasks and assessments.

Person Responsible Mary Noll (nollm@duvalschools.org)

Students will read grade-level fluency passages weekly both in school and at home and teachers will monitor student progress and provide additional support as needed.

Person Responsible Mary Noll (nollm@duvalschools.org)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: If we develop positive relationships between faculty, staff, students and stakeholders and focus on social and emotional health, then our school culture will improve and academic performance will improve in all areas.

Measurable Outcome:
 ELA Achievement-- 55%
 ELA Learning Gains-- 60%
 ELA Gains of the Lowest 25%-- 63%
 Mathematics Achievement-- 65%
 Mathematics Learning Gains-- 80%
 Mathematics Learning Gains of the Lowest 25%-- 73%
 Science-- 70%

Person responsible for monitoring outcome: Shannon Rose-Hamann (roses1@duvalschools.org)

Evidence-based Strategy: Teachers will designate daily time for Social Emotional Learning

Rationale for Evidence-based Strategy: Teachers will be trained in Calm Classroom and will implement the program during the 2020-2021 school year.

Action Steps to Implement

All teachers and administrators will participate in Calm Classroom training

Person Responsible Shannon Rose-Hamann (roses1@duvalschools.org)

Teachers will implement Calm Classroom

Person Responsible Shannon Rose-Hamann (roses1@duvalschools.org)

Teachers will provide time and opportunities for children to develop strong, positive relationships with adults and peers.

Person Responsible Shannon Rose-Hamann (roses1@duvalschools.org)

Faculty and staff will mentor the students in the lowest performing quartile as well as students who could benefit from an adult mentor.

Person Responsible Cassandra Carter (carterc7@duvalschools.org)

We will implement a home-school connection with calm classroom so that parents and guardians can implement the strategies as home

Person Responsible Kechiera Meadows (meadowsk@duvalschools.org)

All teachers will implement the character education program provided by DCPS

Person Responsible Cassandra Carter (carterc7@duvalschools.org)

We will recognize and celebrate students during our monthly Friday flag raising ceremonies (student birthdays, character awards, bus safety awards, art/music awards, etc.)

**Person
Responsible**

[no one identified]

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

Area of Focus Description and Rationale:	Approximately 60% of classrooms show standards aligned assessments. While instruction and tasks are more frequently aligned with standards, assessments are not.
Measurable Outcome:	90% or more of our core content teachers will use assessments that are fully aligned to standards. Assessments should determine mastery and contain the learning arc and/or FSA alignment.
Person responsible for monitoring outcome:	Shannon Rose-Hamann (roses1@duvalschools.org)
Evidence-based Strategy:	Aligned assessments will ensure students are mastering the standards. Assessments may include small group questioning, exit tickets, consistent instructional/work periods, collaborative peer checks with teacher observation, etc. Extensive formative assessments will be used, and student assessment experience will be equivalent to state standards; including item specifications, appropriate item types, and assessment limits. We can use the Standards Walkthrough Tool to measure classrooms with aligned standards, instructional delivery, and assessments.
Rationale for Evidence-based Strategy:	We must ensure assessments are aligned to standards in order to determine instructional next steps. Students must be prepared to take state assessments. Student assessments should be in the appropriate place among the learning arc, provide data to show whether they're on track toward mastery of a standard, and provide an FSA equivalent experience.

Action Steps to Implement

Train teachers on the relationship between the SIP and the SBI requirements

Person Responsible Shannon Rose-Hamann (roses1@duvalschools.org)

Discussion around Standards Based Instructional Continuum with School Leadership Team and frequent collaboration to ensure administrators share common definitions, evidence, and expectations across the school

Person Responsible Shannon Rose-Hamann (roses1@duvalschools.org)

Review the SIP with all faculty, staff, and stakeholders

Person Responsible Shannon Rose-Hamann (roses1@duvalschools.org)

Facilitate learning arc training with teachers during common planning

Person Responsible Mary Noll (nollm@duvalschools.org)

Create learning arcs and appropriate assessments during common planning

Person Responsible Mary Noll (nollm@duvalschools.org)

Utilize Standards Walkthrough Tool to observe classrooms, provide feedback to teachers, and plan professional development for continuous improvement

Person Responsible Shannon Rose-Hamann (roses1@duvalschools.org)

Participate in continuous professional development (lesson studies, instructional rounding, strategic planning) to ensure success

Person Responsible Mary Noll (nollm@duvalschools.org)

Evaluate the task alignment during the first nine weeks

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

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

The school leadership team will plan to implement the following:

- Daily remediation block for students in the lowest performing quartile
- Daily small group differentiated instruction in ELA for grades 3-5
- Quarterly meetings with business partners and faith-based partners
- Aceltics implementation and professional development
- Reading Mastery implementation and professional development

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.

Ortega Elementary is a Museum Studies Magnet, which means that we partner with area museums to give our students a hands-on, mind-on learning experience. All students visit at least one museum during the school year, and twice per year we transform our school into a museum and invite parents, families, and other community stakeholders to visit. In addition to our Museum Exhibit Nights, we host several family involvement events including Pastries with Parents, Literacy Night, Math and Science Night, Orientation, Open house, and conferences. This year we plan to have regular coffee chat meetings with our ESOL families. Furthermore, we hold a "First Friday Flag Raising" each month which gives us an opportunity to come together and celebrate as a community. We recognize all students' birthdays, celebrate students who are exhibiting our character trait of the month, celebrate bus safety, and distribute various awards during our flag raising ceremonies. We also have an active SAC and PTA to help support our school improvement

initiatives and meet students needs. Our parent liaison works hard to build and maintain strong, positive relationships with our families as well as our business, community, and faith based partners.

Parent Family and Engagement Plan (PFEP) Link

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