

Duval County Public Schools

Merrill Road Elementary School



2020-21 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: 1/6/2020

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
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: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: 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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Merrill Road Elementary School

8239 MERRILL RD, Jacksonville, FL 32277

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

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 PK-2	Yes	%
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

School Board Approval

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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.

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

Name	Title	Job Duties and Responsibilities
Clark, Natasha	Principal	<p>All duties relating to student academic achievement, human resources and facility management.</p> <p>Provide a safe and secure environment that promotes academic and social success.</p> <p>Establish, foster, and sustain a healthy school culture by building relationships with staff, students, parents, and community stakeholders.</p> <p>Manage and coordinate facility upkeep and operations to ensure an environment conducive to the highest level of learning.</p> <p>Identify, hire and retain through meaningful professional development and ethical practices highly qualified experienced staff.</p> <p>Ensure overall school vision, functions, and operations are aligned with district policies, initiatives and programs along with compliance with state and federal statutes.</p> <p>Provide a common vision for the use of data-based decision-making, monitor student achievement and staff development.</p>
Beckham, Kristen	Assistant Principal	<p>Assist with providing a safe and secure environment that promotes academic and social success.</p> <p>Assist with managing and coordinating facility upkeep and operations to ensure an environment conducive to the highest level of learning. Assist with establishing, fostering, and sustaining a healthy relationship with the staff, students, parents, and community. Manage and progress monitor student social growth and development.</p> <p>Coordinate and facilitate testing operations and implementation.</p>
Higgins, Beth	Instructional Coach	<p>Coordinate and facilitate ongoing professional development in ELA that aligns to student and teacher needs. Compose and distribute the expectations for the classroom environment.</p> <p>Support teachers with planning and delivering lessons that align with student needs. (modeling)</p> <p>Provide instructional support aligned to teacher and student needs. (coaching)</p> <p>Coordinate and facilitate school activities that encourage support student success in Reading.</p>
Hugger, Porsha	School Counselor	<p>Monitor MTSS services for all students</p> <p>Support students in developing peer relationships, effective social and decision making skills and conflict resolution strategies. Assist with managing and monitoring student social growth and development.</p> <p>Assist teachers in providing tier 2 and 3 behavior interventions.</p> <p>Coordinate outreach services and community support services that align with the needs of students and staff.</p> <p>Provide individual counseling to students as needed. Facilitate school-based MRT Team Meetings (MTSS) Meetings, CPST meetings, and any other meetings relevant to students needs.</p>
Rind, Lynne	Teacher, ESE	<p>Provide daily Behavioral Support within classrooms</p> <p>Serve as direct school liaison for all Behavioral Supports teachers/para-</p>

Name	Title	Job Duties and Responsibilities
		<p>professionals with district support staff.</p> <p>Participate in relevant school-based Multidisciplinary Team (MTSS) Meetings, CPST meetings, and any other meetings relevant to students served in Behavioral Supports classrooms.</p> <p>Monitor, model and assist with the implementation of academic instruction and social skills curriculum.</p> <p>Assist in the development of appropriate IEP goals, objectives and data collection system.</p> <p>Provide crisis intervention counseling when students are in crisis.</p> <p>Assist teachers with creating and maintaining IEP, FBA/PBIP, copies of point sheets, anecdotal logs, discipline referrals, parent contact log) notebook for each student</p>
Moser, Carol	Teacher, K-12	<p>Remediate students that do not meet proficient criteria in Math.</p> <p>Meet consistently with at-risk students.</p> <p>Progress monitor non-proficient students.</p> <p>Select and create standards based instructional activities to meet specific student needs.</p>

Demographic Information

Principal start date

Monday 1/6/2020, Natasha Clark

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.*

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.*

Total number of teacher positions allocated to the school

51

Demographic Data

2020-21 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
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: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
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Regional Executive Director	Cassandra Brusca
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Year	
Support Tier	
ESSA Status	CS&I
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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	134	156	205	0	0	0	0	0	0	0	0	0	0	495
Attendance below 90 percent	0	2	2	0	0	0	0	0	0	0	0	0	0	4
One or more suspensions	3	3	3	0	0	0	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	4	12	7	0	0	0	0	0	0	0	0	0	0	23

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 7/13/2020

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	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	

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	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	

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	
	(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

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

ESSA Federal Index	
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%	0
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%	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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
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%	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.

Vocabulary showed the lowest performance. Contributing factors to students' low performance, the majority of the students do not possess the oral vocabulary needed that would allow them to better understand and retain information in content area text. The students also lack aligned and focused standards-based instruction. Due to this, our students are not adequately prepared to demonstrate mastery or understanding for the challenging instruction, tasks and assessments. This observational data indicates a need for additional professional development, monitoring, and instructional support

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

Vocabulary showed the greatest decline. The factor that contributed to the decline was a lack of explicit instruction in the classroom. The students lack aligned and focused standards-based instruction and the majority do not possess the oral vocabulary needed that would allow them to better understand and retain information in content area text.

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.

N/A

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

Phonological Awareness. We implemented Reading Mastery, with fidelity. Reading mastery was done at the same time every day, throughout the school. Student progress was collected and analyzed on a weekly basis by the leadership team.

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

Attendance

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

Student Attendance

Quality Professional Development - (collaboration, best practices)

Standards based instruction implementation

School Culture and Safety

School Technology/Media

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: ELA -Vocabulary encompasses listening skills, speaking, reading and writing, which makes Vocabulary a fundamental part of the reading process, and contributes greatly to a readers comprehension of any text across the curriculum. According to our 2020 winter I-ready reading data, 61% of our students scored below grade level proficiency in Vocabulary on the i-ready assessment.

Measurable Outcome: Students will increase reading proficiency by 30% including a 10% increase in the area of vocabulary on the Spring 2021 I-ready reading assessment.

Person responsible for monitoring outcome: Beth Higgins (higginsb1@duvalschools.org)

Evidence-based Strategy: Daily intensive reading remediation with an emphasis on vocabulary using RMSE. (RMSE. LLI)
Independent reading practice
Vocabulary Book Study (Word Nerds)

Rationale for Evidence-based Strategy: 61% of our students were deficient in the area of vocabulary based on the Winter I-ready Reading assessment.

Action Steps to Implement

Teachers will provide differentiated small group instruction based on the individual needs of students that will address vocabulary deficiencies.

Person Responsible Natasha Clark (clarkn@duvalschools.org)

School based reading coach will provide internal professional development through a book study using "Word Nerds" to provide teachers with research-based instructional strategies to help improve student vocabulary achievement.

Person Responsible Beth Higgins (higginsb1@duvalschools.org)

During Common Planning, teachers will meet with coaches to look at standards that are taught and create a Learning Arc to map out how they will teach the standard. Students will complete activities and task that are appropriate for where the teacher should be in the learning arc for the standard.

Person Responsible Natasha Clark (clarkn@duvalschools.org)

The Reading interventionist will provide differentiated small group instruction that focus on remediating grade level targeted standards.

Person Responsible Natasha Clark (clarkn@duvalschools.org)

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

Area of Focus Description and Rationale: Standards Based Instruction Implementation. Being exposed to grade level standards gives students the opportunity to perform on grade level. Based on standards walk through's, we discovered that not all teachers were familiar with grade level standards and therefore, not all students were being exposed to grade level work.

Measurable Outcome: 100% of our current core content teachers will engage in successful standards-based instructional planning procedures and implementation.

Person responsible for monitoring outcome: Natasha Clark (clarkn@duvalschools.org)

Evidence-based Strategy: Ensure students are exposed to standards aligned instruction, tasks, and assessments.
Provide immediate feedback, PD and support to teachers using data from the Standards Walk-Through Tool.

Rationale for Evidence-based Strategy: As expressed in the Opportunity Myth, schools need to ensure students are getting standards-aligned instruction, so they are prepared to face the assessments designed by the state, along with the following year's progression of standards.

Action Steps to Implement

Provide professional development to members of the leadership team and teachers to ensure the understand the alignment between the SIP and the standards-based instructional plan.

Person Responsible Natasha Clark (clarkn@duvalschools.org)

Conduct instructional rounds to ensure a shared vision, and expectations of standards-based Instruction are established throughout the school. (Calibration)

Person Responsible Natasha Clark (clarkn@duvalschools.org)

Review and analyze data from classroom walk through tool to determine Professional Development needs, instructional support, and next steps through collaborative planning.

Person Responsible Natasha Clark (clarkn@duvalschools.org)

Standards-Based Planning: Support content teams in PLC's with planning data-driven standards-based instruction with aligned tasks and assessments.

Person Responsible Natasha Clark (clarkn@duvalschools.org)

Data reviews will be ongoing in order to stay current of student needs and to appropriately plan for the next instructional steps.

Person Responsible Natasha Clark (clarkn@duvalschools.org)

Classroom observations will be used to ensure instruction, tasks, and assessments are aligned to grade-level standards.

Person Responsible Natasha Clark (clarkn@duvalschools.org)

Ongoing differentiated support to ensure teachers are moving effectively through the standards- based instructional plan.

Person Responsible Natasha Clark (clarkn@duvalschools.org)

#3. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: English Language Learners low performing students are reading at least two or more reading levels below grade level based on the I-Ready Reading Assessment.

Measurable Outcome: 100% of teachers will engage in effective standards based planning to implement standards based instruction and aligned student assignments to grade level standards. By strategically and consistently tracking and monitoring student achievement data making necessary adjustments to student grouping, student placement, and classroom instruction, Merrill Road plans to achieve the following measurable outcomes for the ELL low performing students to show one year's growth during the 2020-2021 school year. (46 point increase for Kindergarten and 1st grade and 39 point increase for 2nd grade ELL low performing students)

Person responsible for monitoring outcome: Natasha Clark (clarkn@duvalschools.org)

Evidence-based Strategy: The teachers will engage in Professional Learning Communities that focuses on unpacking the standards to target the tasks that require students to show mastery of the standard.

Rationale for Evidence-based Strategy: Focusing on the interventions that are specific to students' deficiencies while providing a balance of Standards Based Instruction and aligned standards based tasks will assist students with showing the growth that is needed.

Action Steps to Implement

Provide training and on-going support for teachers to utilize data to create weekly small group instructional plans (Principal, Assistant Principal and Reading Coach). This action step will support the ELL low performing groups by meeting the specific needs through teacher led small groups.

Person Responsible Natasha Clark (clarkn@duvalschools.org)

During Common Planning, teachers will meet with the reading coach to look at standards that are taught and create a Learning Arc to map out how they will teach the standards. (Reading Coach)

Person Responsible Beth Higgins (higginsb1@duvalschools.org)

#4. Instructional Practice specifically relating to Math**Area of Focus
Description and
Rationale:**

Teachers must have additional support to provide grade level standards based instruction for students.
According to our 2020 winter I-ready Math data, 68% of our students scored below grade level proficiency in Math on the i-ready assessment.

**Measurable
Outcome:**

100% of teachers will engage in effective standards based instructional planning with the academic coaches assistance to align assignments to grade level standards.

If the school-wide math instruction, small groups, and the use of supplements are implemented effectively, the lowest performing quartile will show one or more years worth of growth.

**Person
responsible for
monitoring
outcome:**

Natasha Clark (clarkn@duvalschools.org)

The Principal and Assistant Principal, will perform academic walk throughs focusing on a specific area of instruction every week and provide feedback to ensure instruction is engaging, rigorous, and aligned to the standards.

**Evidence-based
Strategy:**

The Acaletics Mathematics Program will be used as an additional instructional supplement to be utilized within the daily acaletics block.

The math interventionist will provide intense small group instruction to target the standards that the students have struggled to understand and help to achieve instructional gains.

Students will use I-Ready daily as it is a technologically standards-Aligned supplement designed to improve students achievement when used in conjunction with a strong core program.

The teachers will engage in Professional Learning Communities that focuses on unpacking the standards to target the tasks that require students to show mastery of the standard.

**Rationale for
Evidence-based
Strategy:**

Research has shown that small group or one on one instruction can increase a students skills and subject area knowledge .

The Acaletics program is a research-based supplement proven to positively improve student achievement in Mathematics when implemented consistently with fidelity.

I-Ready is an adaptive computer based program that has been proven to increase student achievement as the program is prescriptive and aligned to grade appropriate standards.

Action Steps to Implement

Administrative Leadership Team (Principal and Assistant Principal) will conduct instructional monitoring walk-throughs and review data weekly during meetings.

**Person
Responsible**

Natasha Clark (clarkn@duvalschools.org)

During Common Planning, teachers will meet with coaches to look at standards that are taught and create a Learning Arc to map out how they will teach the standard. Students will complete activities and task that are appropriate for where the teacher should be in the learning arc for the standard.

Person Responsible Kristen Beckham (beckhamk@duvalschools.org)

Ensure Acaletics Math Club is being taught with fidelity. Monitor student achievement and reward successes monthly. Principal, Assistant Principal, and Math Interventionist.

Person Responsible Carol Moser (moserc@duvalschools.org)

The Math interventionist will provide small group instruction to students that focus on remediating grade level targeted standards.

Person Responsible Carol Moser (moserc@duvalschools.org)

Additional Schoolwide Improvement Priorities

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

The Leadership team will collaboratively create a plan of action to target all school-wide improvement priorities that includes creating a safe, diverse, respectful culture of learning that promotes social and emotional development for both students and adults to enhance student academic achievement. Additional personnel will be utilized to provide academic support as needed based the school data/student data. (Reading interventionist, Math Interventionist, and Paraprofessional). Additional Instructional resources and supplies will be used to enhance instruction and support remediation. Students will be afforded the opportunity to take part in Field Experiences that align to grade level standards and promote academic achievement. Technology will be upgraded to support student learning and school initiated safety measures.(interactive Monitors, computers, two-way radios etc.) The long term goal for technology is to provide every classroom with a two-way radio, a upgraded TV monitor and an interactive monitor system to support student learning and enhance student safety.

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.

At Merrill Road Elementary, we are building a positive school culture and environment, ensuring all stakeholders are involved by taking the following action steps:

- Partnerships with Shared Decision Making Team and Grade Level Teams.
- Maintaining Clear and Consistent Communication.
- Maintaining Confidentiality and an Open Door Policy.
- Providing Targeted Feedback to teachers, staff, and all stakeholders, with Specific Evidence and Next Steps.
- Professional Development in the area of cultural sensitivity.
- Monthly School Advisory Council Meetings, involving all stakeholders.

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: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00