R L Brown Gifted And Talented Academy

2020-21 Schoolwide Improvement Plan

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R L Brown Gifted And Talented Academy

1535 MILNOR ST, Jacksonville, FL 32206

http://www.duvalschools.org/rlbrown

Demographics

Principal: Kristi Kincaid

Start Date for this Principal: 7/1/2020

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 Economically Disadvantaged Students
School Grades History	2018-19: C (45%) 2017-18: C (42%) 2016-17: C (45%) 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	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**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	93%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The faculty and staff of Richard Lewis Brown Gifted and Academically Talented Academy will empower students to be successful in a global world.

Provide the school's vision statement.

At Richard Lewis Brown Gifted and Academically Talented Academy, we are a community of diverse learners committed to engaging the whole child in rigorous instruction that challenges them to think critically, take risks and reflect on their learning.

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
Kincaid, Kristi	Principal	Serves as an instructional leader, engages all school stakeholders in student learning, and collaborates in the school's decision making process.
Parris, Kendall	Assistant Principal	Serves as an instructional leader, engages all school stakeholders in student learning, and collaborates in the school's decision making process.
Nelson, Josh	School Counselor	

Demographic Information

Principal start date
Wednesday 7/1/2020, Kristi Kincaid

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
15

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
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2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&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	36	37	53	75	45	71	0	0	0	0	0	0	0	317
Attendance below 90 percent	7	10	10	20	10	19	0	0	0	0	0	0	0	76
One or more suspensions	3	1	3	6	3	1	0	0	0	0	0	0	0	17
Course failure in ELA	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	12	23	29	46	6	19	0	0	0	0	0	0	0	135
Level 1 on 2019 statewide Math assessment	16	27	35	55	13	21	0	0	0	0	0	0	0	167

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	13	23	29	46	7	19	0	0	0	0	0	0	0	137

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	1	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Wednesday 8/5/2020

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	42	47	50	57	68	60	0	0	0	0	0	0	0	324
Attendance below 90 percent	2	8	3	9	6	5	0	0	0	0	0	0	0	33
One or more suspensions	2	2	0	2	1	9	0	0	0	0	0	0	0	16
Course failure in ELA or Math	4	1	0	0	0	0	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	20	28	27	32	39	39	0	0	0	0	0	0	0	185

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	4	4	6	15	0	0	0	0	0	0	0	30

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	4	0	0	9	0	0	0	0	0	0	0	0	0	13
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	42	47	50	57	68	60	0	0	0	0	0	0	0	324
Attendance below 90 percent	2	8	3	9	6	5	0	0	0	0	0	0	0	33
One or more suspensions	2	2	0	2	1	9	0	0	0	0	0	0	0	16
Course failure in ELA or Math	4	1	0	0	0	0	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	20	28	27	32	39	39	0	0	0	0	0	0	0	185

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	4	4	6	15	0	0	0	0	0	0	0	30

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	4	0	0	9	0	0	0	0	0	0	0	0	0	13
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	48%	50%	57%	51%	49%	55%
ELA Learning Gains	51%	56%	58%	55%	56%	57%
ELA Lowest 25th Percentile	42%	50%	53%	38%	54%	52%
Math Achievement	50%	62%	63%	51%	62%	61%
Math Learning Gains	49%	63%	62%	41%	63%	61%
Math Lowest 25th Percentile	42%	52%	51%	36%	54%	51%
Science Achievement	33%	48%	53%	40%	50%	51%

Indicator	K	1	2	3	4	5	Total

EWS Indicators as Input Earlier in the Survey

	Grade Level (prior year reported)						Total
Indicator	**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	52%	51%	1%	58%	-6%	
	2018	39%	50%	-11%	57%	-18%	
Same Grade Comparison		13%					
Cohort Comparison							
04	2019	49%	52%	-3%	58%	-9%	
	2018	43%	49%	-6%	56%	-13%	
Same Grade Comparison		6%					
Cohort Comparison		10%					
05	2019	43%	50%	-7%	56%	-13%	
	2018	48%	51%	-3%	55%	-7%	
Same Grade Comparison		-5%					
Cohort Comparison		0%					

MATH							
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**	
03	2019	54%	61%	-7%	62%	-8%	
	2018	41%	59%	-18%	62%	-21%	
Same Grade Comparison		13%					
Cohort Comparison							
04	2019	49%	64%	-15%	64%	-15%	
	2018	44%	60%	-16%	62%	-18%	
Same Grade Comparison		5%					
Cohort Comparison		8%					
05	2019	45%	57%	-12%	60%	-15%	
	2018	46%	61%	-15%	61%	-15%	
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	40%	56%	-16%	55%	-15%
Same Grade Comparison		-7%				
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	22	44	36	23	40	38					
BLK	41	47	42	44	46	41	29				
WHT	82	71		73	71						
FRL	38	49	42	39	46	41	27				

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	21	33		14	33	33					
BLK	37	44	55	40	35	26	35				
WHT	81			62							
FRL	36	42	52	36	35	30	29				

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		18		10	17						
BLK	50	51	40	50	35	27	32				
WHT	79	75		57	50						
FRL	45	51	39	45	39	37	45				

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)	TS&I
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	315
Total Components for the Federal Index	7

ESSA Federal Index	
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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	41
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	
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
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	74
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	40
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 lowest performance was in our science proficiency on the 5th grade NGSSS Statewide Assessment. The factors that contributed to the decrease from 40% in 2018 to 33% in 2019 were the rotation schedule not allowing enough time to properly teach the science standards, a first year science teacher who struggled with the content, and a lack of consistent hands-on experiments/labs.

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

The greatest decline from the prior year was our ELA lowest 25th percentile which declined from 52% in 2018 to 42% in 2019, a 10 percentage point decrease. The factors that contributed to this decline were teachers not providing appropriate Tier 2 or Tier 3 support to the BQ, limited center rotations for differentiation, mostly whole group instruction taking place, teachers struggled to interpret content standards and data and make decisions about
next steps, and classroom management issues.

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 greatest gap between school performance and state performance in 2019 was in science proficiency which had a 20% difference. The factors that contributed to this gap were the rotation schedule not allowing enough time to properly teach the science

standards, a first year science teacher who struggled with the content, and a lack of consistent hands-on experiments/labs.

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

The most improvement in 2019 was in math learning gains which moved from 39% in 2018 to 49% in 2019, a 10 percentage point increase. The actions we took in this area included a math coach who was very experienced with standards-based instruction who pulled students frequently to provide the Tier 2 and Tier 3 interventions needed to show student gains. The coach also
provided instructional support for content teachers and built very strong relationships with her group of students further promoting an ownership of learning.

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

1. Attendance below 90%
2. Students with Multiple EWS - Level 1 on Statewide Assessments; SWD

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

1. Plan and implement explicit standards-based instruction in all K-5 classes and content areas.
2. Implement with fidelity interventions to monitor students who have disabilities
3. Increase science Proficiency
4. Reading proficiency & gains
5. Math proficiency & gains

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Less than half of the classrooms show standards based aligned instruction when looking at tasks, delivery and assessments. Based on the 5 Essentials survey, curriculum coherence was measured ad 26% and collaborative practices was measured at 1%. Based on this, the primary focus will be to ensure the alignment of instructional standards with delivery of instruction to increase student achievement.
Measurable Outcome:	100% of content teachers will engage in common planning that addresses successful standards-based instruction planning and implementation.
Person responsible for monitoring outcome:	Kristi Kincaid (ephriamk@duvalschools.org)
Evidence-based Strategy:	Utilize Learning Arcs to engage core teachers in the planning process to unpack standards, address instructional delivery and align student tasks and assessments.
Rationale for Evidence-based Strategy:	There is inconsistent implementation of effective standards-based instructional practices, aligned curriculum and assessments throughout the school. When all teachers collaborate, engage in focused professional development, and receive consistent feedback from school leadership, it will help to raise the achievement level of our students in the core subject areas.

Action Steps to Implement

Teachers will regularly participate in common planning sessions and Grade-Level Professional Learning Communities with administration and interventionists to collaborate on developing learning arcs that address standards-based alignment relating to effective instructional practices, analyzing student work and data collection/assessments.

Person Responsible	Kristi Kincaid (ephriamk@duvalschools.org)

School Leadership will conduct frequent calibration walkthroughs in the core subjects utilizing the Standards Walkthrough Protocol to observe and provide feedback to teachers as it relates to the alignment of instructional delivery, materials used, student tasks/activities, and student assessment in the core subjects to the Florida standards.

Data from the walkthroughs will be used to design professional development opportunities based on teachers' instructional needs.

Person Responsible	Kristi Kincaid (ephriamk@duvalschools.org)

Implement core curriculum and Reading Mastery (K-2nd Grade) Corrective Reading (3rd -5th Grade) with fidelity to meet the needs of all students. The effectiveness of instruction will be measured through walkthroughs and lesson checks.

Person Responsible	Kristi Kincaid (ephriamk@duvalschools.org)

Implement core curriculum and Acaletics intervention (2nd -5th Grade) with fidelity to meet needs of all students. The effectiveness of instruction will be measured through walkthroughs and intervention assessments.

Person Responsible	Kristi Kincaid (ephriamk@duvalschools.org)

Science Acaletics and Penda will be implemented in 5th grade to review all standards that will be assessed on the state assessment. School Leadership will collaborate with Science Teachers to implement focus calendars and assessments to monitor the effectiveness of instruction.

Person Responsible Kristi Kincaid (ephriamk@duvalschools.org)

Consistent monitoring of teacher's daily schedule for consistency of pacing and planning effectiveness.

Person Responsible Kristi Kincaid (ephriamk@duvalschools.org)

Common Planning sessions will yield Learning arcs portfolio of standards based instruction evidenced by student work/assessment.

Person Responsible Kristi Kincaid (ephriamk@duvalschools.org)

Facilitate teacher learning during professional development on formative assessments and vertical alignment.

Person Responsible Kristi Kincaid (ephriamk@duvalschools.org)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Consistent implementation of a school-wide positive behavior support system to ensure a safe, supportive learning environment for all stakeholders, especially our students. As a result of our 5 Essential Data, students
Measurable Outcome:	Our goal is for office managed discipline referrals to decrease by 20% to 120 total referrals (150 total in 19-20) and our restorative justice (RJ) practices to increase by 138% to 50 (21 total in 19-20).
Person responsible for monitoring outcome:	Kristi Kincaid (ephriamk@duvalschools.org)
Evidence-based Strategy:	The school will provide on-going training for all school personnel and progress monitor behavior data to successfully implement an effective school-wide PBIS system to include fully implementing Calm Classroom curriculum which supports the social-emotional growth of our students.
Rationale for Evidence-based Strategy:	Based on our 2019-20 5Essentials survey, there was a 21 point decrease in students feeling safe at RLB. One of our primary goals is to focus on building a stronger PBIS system to support our students' social and emotional growth that will, in turn, lower our number of total referrals, promote increased engagement in learning and foster a supportive learning environment.

Action Steps to Implement

School Leadership and PBIS Members will model and monitor school-wide expectations for all stakeholders to ensure the appropriate implementation of rituals and routines, positive behavior plans, social-emotional curriculum, and school wide PBIS initiatives.

Person Responsible	Kristi Kincaid (ephriamk@duvalschools.org)

Teachers/staff will receive ongoing feedback from weekly walkthroughs focusing on behavioral expectations, student engagement, and the classroom learning environment to celebrate successes and support areas of need.

Person Responsible	Kristi Kincaid (ephriamk@duvalschools.org)

School Leadership and the PBIS Team will continually monitor school-wide discipline data to problem-solve areas of concern, provide feedback to staff and determine training needs to teachers and students.

Person Responsible	Kristi Kincaid (ephriamk@duvalschools.org)

Daily implementation of Calm Classroom curriculum in all K-5 classes to target self-awareness, focus and emotional resilience.

Person Responsible	Kristi Kincaid (ephriamk@duvalschools.org)

Utilize school-wide incentive program to include Bear Bucks, positive referrals, drops in the bucket and student of the month awards to celebrate students.

Person Responsible	Kristi Kincaid (ephriamk@duvalschools.org)

Proactively identify students who are struggling behaviorally and implement appropriate interventions to include mentoring, small group counseling, restorative justice and full service supports.

Person Responsible   Kristi Kincaid (ephriamk@duvalschools.org)

Utilize the Kindness Queen to provide ongoing tiered III supports for students individually through mentoring and tutoring.

Person Responsible   Kristi Kincaid (ephriamk@duvalschools.org)

Ongoing student feedback through the use of surveys/checkpoints, assemblies and small group forums to determine next steps to ensure a supportive environment.

Person Responsible   Kristi Kincaid (ephriamk@duvalschools.org)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Increase the level of gains/proficiency in of our lowest performing 3rd through 5th grade students in reading, math and science.
Measurable Outcome:	Our goal is for 55% of our 3rd-5th grade students to be proficient in reading, 55% proficient in math, 50% proficient in science, 60% make reading and math gains, and 60% of our lowest performing students making gains in reading and math.
Person responsible for monitoring outcome:	Kristi Kincaid (ephriamk@duvalschools.org)
Evidence-based Strategy:	Math interventionist and reading teacher to pull small groups of lower performing students to facilitate remedial instruction of standards, monitor and assess reading and math achievement progress, and provide tiered support to teachers through modelling lessons, providing resources, and facilitating collaborative planning.
Rationale for Evidence-based Strategy:	Our math interventionist and reading teacher will be leveraged to support our lowest performing students in 3rd through 5th grade with Tier 2 and Tier 3 instruction that will lead to a higher percentage making required gains in math, science and reading.

Action Steps to Implement

Teachers will participate in common planning and professional development sessions to collaborate with peers in developing learning arcs, disaggregating formative assessment data, identifying intervention resources/programs, and developing activities to remediate students' instructional areas of weakness and enrich students' s instructional strengths.

Person Responsible	Kristi Kincaid (ephriamk@duvalschools.org)

Implement Freckle, iready and Achieve blended learning platform for 3rd- 5th grade reading math students; progress monitor data to make adjustments to drive small group instruction.

Person Responsible	Kristi Kincaid (ephriamk@duvalschools.org)

Utilize academic tutor to provide extra face-to-face support for our 3rd-5th grade lowest performing students facilitating tiered standards based instruction.

Person Responsible	Kristi Kincaid (ephriamk@duvalschools.org)

Implement research-based intervention curriculum such as Acaletics and Corrective Reading to help close the learning gap of our lowest-performing students in math, science and reading.

Person Responsible	Kristi Kincaid (ephriamk@duvalschools.org)

Interventionists to provide small group instruction of standards for differentiated groups with a focus of skills acquisition

Person Responsible	Kristi Kincaid (ephriamk@duvalschools.org)

Regular data chats with teachers to drill down grade-level standards using PMA data, standards-based assessments and focus calendars to determine alignment based on student performance.

Person Responsible   Kristi Kincaid (ephriamk@duvalschools.org)

Implement GEER program for Saturday instruction for students in grades 2-5 to increase face-to-face instructional time in small groups to address learning gaps.

Person Responsible   Kristi Kincaid (ephriamk@duvalschools.org)

Additional Schoolwide Improvement Priorities

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

Schoolwide safety-a schoolwide safety plan will be created and implemented for the 2020-21 school year which will include detailed safety procedures and code red instructions, faculty and staff trainings/progress monitoring throughout the school year and monthly fire and code red drills to better prepare faculty and students in the event of a real emergency.

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.

It is our goal to ensure parents are involved in the school improvement process. We will continue to seek input from our stakeholders on activities they recommend and incorporate their feedback into our school-wide planning. Student data is reviewed to assist families to find the areas of weakness to support their child and create workshops to strengthen the school and parent relationship. Our workshops will be scheduled to address the needs of parents and students whether its academic or social.

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: Standards-aligned Instruction	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
		Total:	$0.00