Ramona Boulevard Elementary School

leadership
analysis
students
Florida
mission
college and career
family and community involvement
school improvement
striving
achievement
ambitious
teaching
relationships
success
areas of focus
resources
instruction
needs assessment
strategic planning
collaboration
vision
learning
supportive environment
growth

2019-20 Schoolwide Improvement Plan

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Ramona Boulevard Elementary School

5540 RAMONA BLVD, Jacksonville, FL 32205

http://www.duvalschools.org/ramona

Demographics

Principal: Devonne Lampkin

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (35%) 2017-18: D (38%) 2016-17: F (28%) 2015-16: C (46%) 2014-15: C (42%)
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 was approved by the Duval County School Board on 10/1/2019.

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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Ramona Boulevard Elementary School

5540 RAMONA BLVD, Jacksonville, FL 32205

http://www.duvalschools.org/ramona

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School 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	84%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	D	F	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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

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

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	23	30	45	26	48	41	0	0	0	0	0	0	0	213

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	31	61	51	156	43	18	0	0	0	0	0	0	0	360
Students retained two or more times	23	49	70	82	126	108	0	0	0	0	0	0	0	458

FTE units allocated to school (total number of teacher units)

20

Date this data was collected or last updated

Tuesday 7/23/2019

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	
Attendance below 90 percent	11	9	4	16	8	5	0	0	0	0	0	0	0	53
One or more suspensions	0	0	0	2	6	3	0	0	0	0	0	0	0	11
Course failure in ELA or Math	7	4	5	12	4	2	0	0	0	0	0	0	0	34
Level 1 on statewide assessment	0	0	0	22	32	28	0	0	0	0	0	0	0	82

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	0	0	0	19	5	4	0	0	0	0	0	0	0	28

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	11	9	4	16	8	5	0	0	0	0	0	0	0	53
One or more suspensions	0	0	0	2	6	3	0	0	0	0	0	0	0	11
Course failure in ELA or Math	7	4	5	12	4	2	0	0	0	0	0	0	0	34
Level 1 on statewide assessment	0	0	0	22	32	28	0	0	0	0	0	0	0	82

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	0	0	0	19	5	4	0	0	0	0	0	0	0	28

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	22%	50%	57%	23%	49%	55%
ELA Learning Gains	38%	56%	58%	31%	56%	57%
ELA Lowest 25th Percentile	20%	50%	53%	41%	54%	52%
Math Achievement	41%	62%	63%	29%	62%	61%
Math Learning Gains	53%	63%	62%	24%	63%	61%
Math Lowest 25th Percentile	38%	52%	51%	27%	54%	51%
Science Achievement	35%	48%	53%	24%	50%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	27 (0)	54 (0)	58 (0)	91 (0)	64 (0)	68 (0)	362 (0)
Attendance below 90 percent	27 (11)	25 (9)	34 (4)	22 (16)	28 (8)	15 (5)	151 (53)
One or more suspensions	2 (0)	2 (0)	8 (0)	2 (2)	3 (6)	3 (3)	20 (11)
Course failure in ELA or Math	0 (7)	1 (4)	1 (5)	2 (12)	0 (4)	0 (2)	4 (34)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	42 (22)	56 (32)	51 (28)	149 (82)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

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

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

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2019	33%	49%	-16%	53%	-20%	
	2018	36%	56%	-20%	55%	-19%	
Same Grade Comparison		-3%					
Cohort Comparison							

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	28	21	27	38	33	9				

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
BLK	19	30	6	39	48	38	26				
HSP	25	69		44	62						
WHT	27	57		48	67						
FRL	18	38	22	39	51	37	37				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	32	42	16	33	27					
BLK	21	33	43	28	50	45	39				
HSP	45			64							
WHT	39	41		30	35						
FRL	26	34	41	31	52	43	37				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	9	18		10	14		30				
BLK	21	33	39	24	21	25	20				
HSP	45			64							
WHT	33	23		38	31						
FRL	24	32	46	29	22	21	24				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	247
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
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%	
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%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

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

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

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

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

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

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

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

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

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

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

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

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Economically Disadvantage Students
Rationale	Our Economically Disadvantaged Students scored 18% proficiency in ELA which is well below the 41% threshold. This has been a trend for many years.

State the measurable outcome the school plans to achieve	Ramona's Economically Disadvantage Students will achieve their ELA proficiency from 18% to 41%.
Person responsible for monitoring outcome	Elisha Carr (carre1@duvalschools.org)
Evidence-based Strategy	Hire additional Grades 3-5 teacher. Use Reading Coaches increase teaching capacity. 1Utilize ISI Region ELA Instructional Focus Calendar, Text Sets (includes LAFS), Tasks, and Performance Tasks School based reading coach will Participate in ISI Reading Coach Training Implementation of DI Programs RMSE (K-2) and Corrective Reading (3-5) Teachers will utilize the Know, Understand, Do, Strategy (kUDs) methods to plan and effectively deliver standards-based instruction.
Rationale for Evidence-based Strategy	Provide educational field trips that involve students in learning experiences that are difficult to duplicate in a classroom situation. These field trips will provide hands-on activities that encourage students to experiment and ask questions. Hiring additional teachers to create 2-teacher teams who will be departmentalize to maximize the instruction time during the instructional block. This will also reduced the class size which is one of only four evidence-based reforms that have been proven to increase student achievement. The Reading Coach will bring evidence-based practices into classrooms by working with teachers and other school leaders.The reading coach will focus one-on-one and small group support for teacher and school leaders around evidence-based literacy strategies and the instructional coaching process with the goals of increasing student engagement, improving student achievement, and building teacher capacity in schools.

Action Step	
Description	1. Search districts candidates on file 2. Attend teaching recruitment fairs 3. Select the best candidate based on school needs 4. Focus on mentorship and professional development to retain teacher
Person Responsible	DeVonne Lampkin (lampkind@duvalschools.org)

#2	
Title	Students with Disabilities
Rationale	Our Students with Disabilities scored 16% proficiency in ELA which is well below the 41% threshold. This has been a trend for many years.

State the measurable outcome the school plans to achieve	Students with Disabilities ELA proficiency will increase from 16% to 41%.
Person responsible for monitoring outcome	Robin Stroman (stromanr1@duvalschools.org)
Evidence-based Strategy	Hire additional paraprofessionals whose focus will be to support our students with disability. Maintain a full-time media specialist who would be responsible for promoting literacy, teaching research methods, and planning lessons that relate to the library. Purchase Document cameras to be used in the classrooms. Purchase projectors to be used in the classrooms.
Rationale for Evidence-based Strategy	Paraprofessionals often provide one-on-one instructional assistance under the direct supervision of the qualified teacher. The SWD paraprofessional will be able to repeat what the teacher said and re-explain each step of an assignment. They monitor the students environment to make sure they are not overwhelmed or anxious and also help students prepare materials to keep them organized. Media specialist are responsible for various roles which include team teaching in the classroom, taking a small group for reading or teaching literacy skills. Document cameras are a great tool for teachers. They allow teachers to take what used to be individual assignments and turn them into class assignments, creating more discussion, interaction, and maintaining students' attention. Projectors release teachers from being bound to dry-erase boards to present information to their students. With the use of projectors, teachers can images to teach students about the world and places they have never seen. Projectors can display web content to an entire class, rather than each student accessing information on small individual computers. Projectors also deliver exceptional sound quality, which is advantageous when listening to academic content.

Action Step	
Description	1. Search districts candidates on file 2. Attend para recruitment fairs 3. Select the best candidate based on school needs 4. Focus on mentorship and professional development to retain paraprofessionals 5.Secure quotes for purchase
Person Responsible	DeVonne Lampkin (lampkind@duvalschools.org)

#3	
Title	Black/African American Students
Rationale	Ramona's Black/African American Students scored 39% proficient in math, 6% lower than HSP and 9% lower than Wht students.

State the measurable outcome the school plans to achieve	Ramona's Black/African American Students will score at or above 45% thereby closing the achievement gap with other subgroups.
Person responsible for monitoring outcome	Monifa Campbell (jonesm13@duvalschools.org)
Evidence-based Strategy	Students will receive small group instruction and tutoring using real-world applications of the math content contained in the Curriculum Associates MAFS supplemental curriculum. Instruction will be presented in short, scaffolded lessons that focus on one or more MAFS, and the Mathematical Practice Standards (MPS) are integrated throughout instruction.

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

Teachers will utilize the Know, Understand, Do, Strategy (KUDS) methods to plan and effectively deliver standards-based instruction.

Utilize district math Instructional Focus Calendar and resources on TEAMS

School based math coach will Participate in ISI Math Coach Training

Implementation of Acaletics (2-5)

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

The Math coach works with classroom teachers in assisting with the full implementation and monitoring of the district's adopted math program in response to intervention needed for student achievement. |
| **Action Step** | |
| **Description** | 1.Administer district and iReady Diagnostics
2. Group students |

3. Provide small group instruction using MAFS
4. Using Practice and Problem Solving in After School Tutoring
5. Monitor program effectiveness

Person Responsible   DeVonne Lampkin (lampkind@duvalschools.org)

#4	
Title	Leadership Development (Principal on Special Assignment)
Rationale	To ensure that standards based instructional support is consistent and continuous. To create a multi-tiered instructional leadership team consisting of a Mentoring Principal on special assignment, who will serves as a mentoring and coaching partner to a new/novice t principal assigned to a differentiated accountability school. This peer mentoring principal will provide and additional layer of administrative and instructional support in research based strategies and best practices for cultivating an instructional team of teachers by:, guidance with creating data driven academic leadership teams and teacher PLC's that create systemic and transformational change, and support best practices for supporting and guiding staff with methods and proven strategies that transform daily instructional practices and cultivate learning environments while ultimately increasing student achievement.
State the measurable outcome the school plans to achieve	When Leadership Development is implemented with fidelity, student achievement will directly be impacted. We should see an increase in all subject areas as well as teacher retention.
Person responsible for monitoring outcome	School Improvement Dept (schoolimprovement@duvalschools.org)
Evidence-based Strategy	As stated from the First Response Training article titled The Importance of Effective Leadership in Schools, "School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions. School leadership has a greater influence on schools and students when it is widely distributed. Some patterns of distribution are more effective than others." https://www.firstresponsetraining.com/news/the-importance-of-effective-leadership-in-schools/
Rationale for Evidence-based Strategy	The School "Master" principal, will not only oversee all operational and instructional systems at the school, but also provide explicit, job-embedded, coaching for the assigned alternative principal in key leadership development areas to include; how to effectively create and establish school wide systems for school improvement, planning for sustainable change, and engaging all stakeholders in the school's plan for improvement.
Action Step	
Description	1. Provide secondary leadership and instructional support that is focused on increasing student achievement and closing the achievement gap in tested grades; 2. Serves as Alternative Principal under the direct guidance of the principal or as designee in the absence of the Master principal 3. Support the school's academic leadership development and professional learning (assistant principals, coaches, interventionist, instructional leads) to ensure the success of all students in the learning environment; 4. Support the master principal's communicated expectations and direct feedback from measures to instructional staff in order to ensure accountability for all participants engaged in the educational process is shared. 5. Support and promote the school's vision for student learning, climate and culture; community partnerships, and family/stakeholder engagement.

Person Responsible School Improvement Dept (schoolimprovement@duvalschools.org)

#5	
Title	Improving Academic Rigor with Standards Based Instruction
Rationale	The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas. Assist with teachers of students who are in a state assessed grade and/or course. Will provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement, closing the achievement gap in tested grades; Will serve Assistant Principal grade level ELA, Math, and Science Learning communities. Monitors success of all students in the learning environment, ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance, and support the effective use of benchmarks, learning and expectations, feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process. Support & promote positive learning culture; provide support and framework for effective standards based instructional program delivery; coaching instructional staff in application of best practice for increasing student growth

State the measurable outcome the school plans to achieve	With the specific focus on content, we will see an increase in all subject areas with an emphasis on learning gains.
Person responsible for monitoring outcome	DeVonne Lampkin (lampkind@duvalschools.org)
Evidence-based Strategy	As stated in Leadership Content Knowledge (2003), "We go on to suggest that all administrators have solid mastery of at least one subject (and the learning and teaching of it) and that they develop expertise in other subjects by "postholing," that is, conducting in-depth explorations of an important but bounded slice of the subject, how it is learned, and how it is taught. We conclude with an exploration of how content knowledge and leadership knowledge might be intertwined and suggestions for further research." https://www.jstor.org/stable/3699585?seq=1
Rationale for Evidence-based Strategy	Content specialist are non-administrative, peer to peer support staff who can provided job-embedded professional learning and coaching support. Although effective in instilling credibility with peer's groups, peer coaches cannot provide any evaluative or summative direction or feedback, therefore any necessary teacher professional growth planning and/or progressive action that requires more intensive action must be observed, documented, and supported by administrative staff only.

Action Step	
Description	1. Support the school's academic leadership development and professional learning (assistant principals, coaches, interventionist, instructional leads) to ensure the success of all students in the learning environment; 2. Serves as Assistant Principal of grade level ELA, Math, and Science learning communities; 3. Support and promote a positive learning culture; provide support and framework for effective standards based instructional program delivery; and coaching instructional staff in the application of best practices for increasing student learning, especially in the area of reading, mathematics, and other foundational skills

Person Responsible	DeVonne Lampkin (lampkind@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

The schools' remaining school-wide improvement priority will be instituting a Character counts program that will focus on Trustworthiness, Respect, Responsibility, Fairness , Caring , Citizenship.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Ramona Blvd. Elementary's Parent Involvement Plan may be viewed at the following link: https://dcps.duvalschools.org/page/6267

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Kindergarten students and their families will meet with school administration during the enrollment process to acclimate them to the vision and mission of our school. During this initial meeting, student placement is discussed to ensure the best teacher placement for the student.

During the spring before enrollment, local preschool children visited Ramona and take a tour of the school with their preschool teachers.

During the week of pre-planning, kindergarten students and their families were invited to come to school to meet their teacher and visit their classroom before the first day of school.

Fifth grade students work with the school guidance counselor on middle school transition plans. In addition, students will tour feeder pattern middle schools during the second semester. The school will also host a Elementary to Middle school transition night to provide guidance for parents. The guidance counselor will assist with organizing the event.

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

Ramona Boulevard Elementary School is a Title I school that receives local, state, and federal allocations. All entities are integrated throughout the school making a positive impact within various organizations and safety nets. We will use Title I funds to (1) purchase technology for classrooms (2)

purchase research based supplemental materials (3) provide a full time reading coach (4) provide a full time math coach (5) provide a full time Media Specialist (5) provide a classroom paraprofessional and (5) field learning experiences for students.

The school leadership team meets weekly to monitor school-wide implementation of SIP goals and strategies and monitor academic and behavioral data. The leadership team is comprised of the principal, assistant principal, ESE Lead Teacher, reading coach, math coach, guidance counselor and grade level representatives. The team meets bi-weekly to progress monitor students needing Tier I, Tier II and Tier III supports. Research based interventions are implemented for a period of four to six weeks. This team has a case management type structure to ensure that students' emotional, social, and academic needs are met. The instructional coaches support teachers by providing professional development and supporting teachers in improve their craft. Support is provided based on student achievement data, classroom observation data, teacher requests, and administrator referrals.

The school counselor, social worker, and therapist maintain documentation and share any information that is pertinent to a child's success. The school psychologist assures that intervention strategies have been implemented with fidelity. She is also considered the case manager for each individual student. The instructional coaches supports the team by gathering and analyzing data. They will also assist in providing the classroom teacher with additional suggestions for intervention strategies.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

We are implementing Advancement Via Individual Determination (AVID) this year. The AVID program focuses on teaching students how to align academics and behavior to support their post graduation goals of college and/or career.

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

Ramona Blvd is in its 2nd year of school -wide implementation of Advancement Via Individual Determination (AVID) this year. The AVID Elementary teaches elementary students to develop the academic habits they will need to be successful in middle school, high school, and college. Children learn about organization, study skills, communication, and self-advocacy. AVID Elementary students take structured notes and answer and ask high-level questions that go beyond routine answers.

The strong college-going culture on an AVID Elementary campus encourages students to think about their college and career plans. Our schools walls are covered with college pennants and banners, and educators speak about their college experiences. College and careers are no longer foreign concepts, and teachers provide the academic foundation students need to be on a path for college and career success. AVID Elementary closes the opportunity gap before it begins.

Part V: Budget

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

1	III.A.	Areas of Focus: Economically Disadvantage Students	$79,999.62

Function	Object	Budget Focus	Funding Source	FTE	2019-20
5100	120-Classroom Teachers	0791 - Ramona Boulevard Elementary School	UniSIG	0.9	$42,300.00
		Notes: Salary-Reading/ELA Classroom Teacher (average salary)			
5100	210-Retirement	0791 - Ramona Boulevard Elementary School	UniSIG		$3,583.00
		Notes: Classroom Teacher Employee Benefits Retirement 8.47%			
5100	220-Social Security	0791 - Ramona Boulevard Elementary School	UniSIG		$3,236.00
		Notes: Classroom Teacher Employee Benefits Social Security 7.65%			
5100	231-Health and Hospitalization	0791 - Ramona Boulevard Elementary School	UniSIG		$7,826.00
		Notes: Classroom Teacher Employee Benefits-Group Health Insurance 18.50%			
5100	232-Life Insurance	0791 - Ramona Boulevard Elementary School	UniSIG		$13.00
		Notes: Classroom Teacher Employee Benefits Life Insurance 0.03%			
5100	240-Workers Compensation	0791 - Ramona Boulevard Elementary School	UniSIG		$398.00
		Notes: Classroom Teacher Employee Benefits-Workers Compensation 0.94%			
5100	290-Other Employee Benefits	0791 - Ramona Boulevard Elementary School	UniSIG		$4.00
		Notes: Classroom Teacher Employee Benefits -Unemployment 0.01%			
5100	290-Other Employee Benefits	0791 - Ramona Boulevard Elementary School	UniSIG		$241.00
		Notes: Classroom Teacher Employee Benefits-Other Employee Benefits Flex Medical .57%			
5100	510-Supplies	0791 - Ramona Boulevard Elementary School	UniSIG		$4,200.00
		Notes: Florida Success Coach ELA Classroom Set with FL Coach Practice Test			
5100	530-Periodicals	0791 - Ramona Boulevard Elementary School	UniSIG		$2,808.00
		Notes: Scholastic Classroom Magazines 2019/2020			
5100	290-Other Employee Benefits	0791 - Ramona Boulevard Elementary School	UniSIG	0.0	$592.00
		Notes: Classroom Teacher Employee Benefit Other Employee Benefits Leave 1.4%			
5100	510-Supplies	0791 - Ramona Boulevard Elementary School	UniSIG	0.0	$10,320.00
		Notes: Supplies, paper, pencils, ink cartridges, memo pad, chart paper,			
5900	130-Other Certified Instructional Personnel	0791 - Ramona Boulevard Elementary School	UniSIG	0.0	$2,850.00
		Notes: Tutoring			
5900	210-Retirement	0791 - Ramona Boulevard Elementary School	UniSIG	0.0	$241.00

			Notes: Tutoring Benefits Retirement 8.47%			
	5900	220-Social Security	0791 - Ramona Boulevard Elementary School	UniSIG	0.0	$218.00
			Notes: Tutoring Benefits Social Security 7.65%			
	5900	240-Workers Compensation	0791 - Ramona Boulevard Elementary School	UniSIG	0.0	$27.00
			Notes: Tutoring Benefits Workers Compensation .94%			
	5900	250-Unemployment Compensation	0791 - Ramona Boulevard Elementary School	UniSIG	0.0	$1.00
			Notes: Tutoring Benefits Unemployment Compensation .01%			
	5100	510-Supplies	0791 - Ramona Boulevard Elementary School	UniSIG	0.0	$1,141.62
			Notes: technical materials needed to support virtual learning and home learning for the remainder of the school year (microphone headsets, mouse, etc).			
2	**III.A.**	**Areas of Focus: Students with Disabilities**				**$24,611.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	0791 - Ramona Boulevard Elementary School	UniSIG	0.9	$15,030.00
			Notes: salary -paraprofessional (avg salary)			
	5100	220-Social Security	0791 - Ramona Boulevard Elementary School	UniSIG		$1,273.00
			Notes: Para employee benefits-social security 7.65%			
	5100	210-Retirement	0791 - Ramona Boulevard Elementary School	UniSIG		$1,150.00
			Notes: Para employee benefits retirement 8.47%			
	5100	230-Group Insurance	0791 - Ramona Boulevard Elementary School	UniSIG		$6,903.00
			Notes: Para employee benefits group health 45.93%			
	5100	230-Group Insurance	0791 - Ramona Boulevard Elementary School	UniSIG		$5.00
			Notes: Para employee benefits group life 0.03%			
	5100	240-Workers Compensation	0791 - Ramona Boulevard Elementary School	UniSIG		$141.00
			Notes: Para employee benefits- workers comp .94%			
	5100	290-Other Employee Benefits	0791 - Ramona Boulevard Elementary School	UniSIG		$86.00
			Notes: Para employee benefits-Other Employee Benefits Flex Medical .57%			
	5100	290-Other Employee Benefits	0791 - Ramona Boulevard Elementary School	UniSIG		$21.00
			Notes: Para employee benefits Other Employee Benefits Leave 1.4%			
	5100	250-Unemployment Compensation	0791 - Ramona Boulevard Elementary School	UniSIG	0.0	$2.00

			Notes: Para employee benefits-Unemployment Compensation .01%			
3	**III.A.**	**Areas of Focus: Black/African American Students**				**$4,800.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0791 - Ramona Boulevard Elementary School	UniSIG		$4,800.00
			Notes: Ready MAFS Flrorida Instruction and Practice & Problem Solving			
4	**III.A.**	**Areas of Focus: Leadership Development (Principal on Special Assignment)**				**$38,083.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7300	110-Administrators	0791 - Ramona Boulevard Elementary School	UniSIG	0.25	$27,500.00
			Notes: Additional Support Supplemental Principal. The primary role of the supplemental Principal is to provide additional administrative instructional support to content areas.			
	7300	210-Retirement	0791 - Ramona Boulevard Elementary School	UniSIG	0.0	$2,329.00
			Notes: Additional Support Supplemental Principal Benefits Retirement 8.47%			
	7300	220-Social Security	0791 - Ramona Boulevard Elementary School	UniSIG	0.0	$2,104.00
			Notes: Additional Support Supplemental Principal Benefits Social Security 7.65%			
	7300	231-Health and Hospitalization	0791 - Ramona Boulevard Elementary School	UniSIG	0.0	$5,088.00
			Notes: Additional Support Supplemental Principal Benefits Health and Hospitalization 18.50%			
	7300	232-Life Insurance	0791 - Ramona Boulevard Elementary School	UniSIG	0.0	$8.00
			Notes: Additional Support Supplemental Principal Benefits Life Insurance .03%			
	7300	240-Workers Compensation	0791 - Ramona Boulevard Elementary School	UniSIG	0.0	$259.00
			Notes: Additional Support Supplemental Principal Benefits Workers Compensation .94%			
	7300	250-Unemployment Compensation	0791 - Ramona Boulevard Elementary School	UniSIG	0.0	$3.00
			Notes: Additional Support Supplemental Principal Benefits Unemployment Compensation .01%			
	7300	290-Other Employee Benefits	0791 - Ramona Boulevard Elementary School	UniSIG	0.0	$157.00
			Notes: Additional Support Supplemental Principal Benefits Other Employee Benefits Flex Medical .57%			
	7300	290-Other Employee Benefits	0791 - Ramona Boulevard Elementary School	UniSIG	0.0	$385.00
			Notes: Additional Support Supplemental Principal Benefits Other Employee Benefits Leave 1.4%			
	7300	330-Travel	0791 - Ramona Boulevard Elementary School	UniSIG	0.0	$250.00
			Notes: Travel for A/P and Additional Support Supplemental Principal In County			
5	**III.A.**	**Areas of Focus: Improving Academic Rigor with Standards Based Instruction**				**$38,770.00**

Function	Object	Budget Focus	Funding Source	FTE	2019-20
7300	110-Administrators	0791 - Ramona Boulevard Elementary School	UniSIG	0.4	$28,000.00
	Notes: Additional Support Supplemental Assistant Principal. The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas.				
7300	210-Retirement	0791 - Ramona Boulevard Elementary School	UniSIG	0.0	$2,372.00
	Notes: Additional Support Supplemental Assistant Principal Benefits Retirement 8.47%				
7300	220-Social Security	0791 - Ramona Boulevard Elementary School	UniSIG	0.0	$2,142.00
	Notes: Additional Support Supplemental Assistant Principal Benefits Social Security 7.65%				
7300	231-Health and Hospitalization	0791 - Ramona Boulevard Elementary School	UniSIG	0.0	$5,180.00
	Notes: Additional Support Supplemental Assistant Principal Benefits Health and Hospitalization 18.50%				
7300	232-Life Insurance	0791 - Ramona Boulevard Elementary School	UniSIG	0.0	$8.00
	Notes: Additional Support Supplemental Assistant Principal Benefits Life Insurance .03%				
7300	240-Workers Compensation	0791 - Ramona Boulevard Elementary School	UniSIG	0.0	$263.00
	Notes: Additional Support Supplemental Assistant Principal Benefits Workers Compensation .94%				
7300	250-Unemployment Compensation	0791 - Ramona Boulevard Elementary School	UniSIG	0.0	$3.00
	Notes: Additional Support Supplemental Assistant Principal Benefits Unemployment Compensation .01%				
7300	290-Other Employee Benefits	0791 - Ramona Boulevard Elementary School	UniSIG	0.0	$160.00
	Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Flex Medical .57%				
7300	290-Other Employee Benefits	0791 - Ramona Boulevard Elementary School	UniSIG	0.0	$392.00
	Notes: Additional Support Supplemental Assistant Principal Benefits Other Employee Benefits Leave 1.4%				
7300	330-Travel	0791 - Ramona Boulevard Elementary School	UniSIG		$250.00
	Notes: Travel In County Assistant Principal				
				Total:	$196,564.00