

Duval County Public Schools

# Loretto Elementary School



## 2020-21 Schoolwide Improvement Plan

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# Loretto Elementary School

3900 LORETTO RD, Jacksonville, FL 32223

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

## Demographics

**Principal: Tammy Haberman**

Start Date for this Principal: 7/1/2013

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	40%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (64%) 2017-18: A (64%) 2016-17: B (58%) 2015-16: B (59%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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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<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Loretto Elementary School

3900 LORETTO RD, Jacksonville, FL 32223

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

### 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-5	No	28%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

### School Grades History

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

### School Board Approval

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### SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Loretto Elementary School as part of the Duval County Public Schools is committed to providing differentiated, standards-based instruction that will allow all students to achieve their goals and use their knowledge to be successful in a culturally diverse and technologically-advanced world.

#### **Provide the school's vision statement.**

At Loretto Elementary the school, home and community will work together to provide a safe and successful academic environment, which is committed to assisting in development of each student while exploring the social and technological world around them.

### 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
Kemp, Kristie	Principal	The principal's main responsibilities included: promoting and maintaining high student achievement by providing curricular and instructional leadership, maintaining overall school site operations; receiving, distributing and communicating information to enforce school, District and State policies; maintaining a safe school environment; coordinating site activities and communicating information to staff, students, parents and community members.
Durkin, Rebecca	Assistant Principal	Research and provide content knowledge and resources to staff about learning and teaching in their content area– including: teaching strategies, modeling; assessment; research and provide information and guidance regarding a range of effective and innovative practices through various activities such as: individual discussions (informal and formal); coaching sessions; demonstration lessons with pre- and post-discussion/analysis; study groups; staff meetings; and professional development. Facilitate Common Planning on a weekly basis, Manage iReady Math and Freckles. Track data and keep a data wall/notebook (progress monitor). Additional roles include test coordinator and being responsible for completing evaluations for 1/3 of certificated staff members.
Sims, Barbara	Assistant Principal	Research and provide content knowledge and resources to staff about learning and teaching in their content area– including: teaching strategies, modeling; assessment; Research and provide information and guidance regarding a range of effective and innovative practices through various activities such as: individual discussions (informal and formal); coaching cycle; demonstration lessons with pre- and post-discussion/analysis; study groups; staff meetings; and professional development. Facilitate Common Planning on a weekly basis, Manage iReady & Achieve 3000, and Freckles. Track data and keep a data wall/notebook (Progress Monitor). Additional roles include maintaining book room and supplemental materials (textbook inventory), as well as completing 1/3 of certificated staff CAST observations.
Tomlinson, Ilyssa	Teacher, K-12	Responsible for attending weekly meeting to share what's going on in and across grade levels as well as various disciplines to improve school-wide communication. Roles include support and help in making multi-disciplinary teams, faculty, and staff aware of current standards/skills being addressed, activities, and events. Additionally, communicate with parents and community stakeholders about what is happening at Loretto. Discuss school data, brainstorm ideas about scheduling and new routines, and new initiatives (i.e. Freckles, Calm Classroom).
Khakpour, Angela	Teacher, K-12	Responsible for attending weekly meeting to share what's going on in and across grade levels as well as various disciplines to improve school-wide communication. Roles include support and help in making multi-disciplinary teams, faculty, and staff aware of current standards/

Name	Title	Job Duties and Responsibilities
		skills being addressed, activities, and events. Additionally, communicate with parents and community stakeholders about what is happening at Loretto. Discuss school data, brainstorm ideas about scheduling and new routines, and new initiatives (i.e. Freckles, Calm Classroom).
DaCosta, Tracy	Other	Responsible for attending weekly meeting to share what's going on in and across grade levels as well as various disciplines to improve school-wide communication. Roles include support and help in making multi-disciplinary teams, faculty, and staff aware of current standards/skills being addressed, activities, and events. Additionally, communicate with parents and community stakeholders about what is happening at Loretto. Discuss school data, brainstorm ideas about scheduling and new routines, and new initiatives (i.e. Freckles, Calm Classroom).
Fox, Samantha	Teacher, ESE	Responsible for attending weekly meeting to share what's going on in and across grade levels as well as various disciplines to improve school-wide communication. Roles include support and help in making multi-disciplinary teams, faculty, and staff aware of current standards/skills being addressed, activities, and events. Additionally, communicate with parents and community stakeholders about what is happening at Loretto. Discuss school data, brainstorm ideas about scheduling and new routines, and new initiatives (i.e. Freckles, Calm Classroom).
Bruns, Kim	Paraprofessional	Responsible for attending weekly meeting to share what's going on in and across grade levels as well as various disciplines to improve school-wide communication. Roles include support and help in making multi-disciplinary teams, faculty, and staff aware of current standards/skills being addressed, activities, and events. Additionally, communicate with parents and community stakeholders about what is happening at Loretto. Discuss school data, brainstorm ideas about scheduling and new routines, and new initiatives (i.e. Freckles, Calm Classroom).
Bickerstaff, Dawn	Teacher, K-12	Responsible for attending weekly meeting to share what's going on in and across grade levels as well as various disciplines to improve school-wide communication. Roles include support and help in making multi-disciplinary teams, faculty, and staff aware of current standards/skills being addressed, activities, and events. Additionally, communicate with parents and community stakeholders about what is happening at Loretto. Discuss school data, brainstorm ideas about scheduling and new routines, and new initiatives (i.e. Freckles, Calm Classroom).
Kabrich, Noel	School Counselor	Responsible for attending weekly meeting to share what's going on in and across grade levels as well as various disciplines to improve school-wide communication. Roles include support and help in making multi-disciplinary teams, faculty, and staff aware of current standards/skills being addressed, activities, and events. Additionally, communicate with parents and community stakeholders about what is happening at

Name	Title	Job Duties and Responsibilities
		Loretto. Discuss school data, brainstorm ideas about scheduling and new routines, and new initiatives (i.e. Freckles, Calm Classroom).
Luedke, Gayle	Teacher, K-12	Responsible for attending weekly meeting to share what's going on in and across grade levels as well as various disciplines to improve school-wide communication. Roles include support and help in making multi-disciplinary teams, faculty, and staff aware of current standards/ skills being addressed, activities, and events. Additionally, communicate with parents and community stakeholders about what is happening at Loretto. Discuss school data, brainstorm ideas about scheduling and new routines, and new initiatives (i.e. Freckles, Calm Classroom). Discuss school data, brainstorm ideas about scheduling and new routines, and new initiatives (i.e. Freckles, Calm Classroom).

### Demographic Information

#### Principal start date

Monday 7/1/2013, Tammy Haberman

**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.*

5

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

5

**Total number of teacher positions allocated to the school**

69

#### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	40%

<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (64%) 2017-18: A (64%) 2016-17: B (58%) 2015-16: B (59%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	161	155	148	159	156	165	0	0	0	0	0	0	0	944
Attendance below 90 percent	11	19	22	16	16	31	0	0	0	0	0	0	0	115
One or more suspensions	1	0	0	0	3	1	0	0	0	0	0	0	0	5
Course failure in ELA	1	2	3	4	2	3	0	0	0	0	0	0	0	15
Course failure in Math	1	3	1	2	2	0	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	9	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	5	0	0	0	0	0	0	0	7

**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	44	54	48	36	47	0	0	0	0	0	0	0	230

**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	1	3	2	1	1	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Tuesday 6/16/2020

**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	155	170	147	171	183	167	0	0	0	0	0	0	0	993
Attendance below 90 percent	14	18	7	19	15	19	0	0	0	0	0	0	0	92
One or more suspensions	3	1	1	1	3	6	0	0	0	0	0	0	0	15
Course failure in ELA or Math	3	7	1	3	0	0	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	18	45	42	45	60	66	0	0	0	0	0	0	0	276

**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	9	22	21	15	31	0	0	0	0	0	0	0	99

**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	2	4	0	2	0	1	0	0	0	0	0	0	0	9
Students retained two or more times	4	1	4	8	6	4	0	0	0	0	0	0	0	27

**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	155	170	147	171	183	167	0	0	0	0	0	0	0	993
Attendance below 90 percent	14	18	7	19	15	19	0	0	0	0	0	0	0	92
One or more suspensions	3	1	1	1	3	6	0	0	0	0	0	0	0	15
Course failure in ELA or Math	3	7	1	3	0	0	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	18	45	42	45	60	66	0	0	0	0	0	0	0	276

**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	9	22	21	15	31	0	0	0	0	0	0	0	99

**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		2	4	0	2	0	1	0	0	0	0	0	0	9
Students retained two or more times		4	1	4	8	6	4	0	0	0	0	0	0	27

## 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	77%	50%	57%	76%	49%	55%
ELA Learning Gains	63%	56%	58%	60%	56%	57%
ELA Lowest 25th Percentile	51%	50%	53%	37%	54%	52%
Math Achievement	79%	62%	63%	76%	62%	61%
Math Learning Gains	64%	63%	62%	55%	63%	61%
Math Lowest 25th Percentile	46%	52%	51%	46%	54%	51%
Science Achievement	68%	48%	53%	59%	50%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

**Grade Level Data**

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

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019	80%	51%	29%	58%	22%
	2018	77%	50%	27%	57%	20%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	73%	52%	21%	58%	15%
	2018	80%	49%	31%	56%	24%
Same Grade Comparison		-7%				
Cohort Comparison		-4%				
05	2019	77%	50%	27%	56%	21%
	2018	72%	51%	21%	55%	17%
Same Grade Comparison		5%				
Cohort Comparison		-3%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019	86%	61%	25%	62%	24%
	2018	73%	59%	14%	62%	11%
Same Grade Comparison		13%				
Cohort Comparison						
04	2019	81%	64%	17%	64%	17%
	2018	85%	60%	25%	62%	23%
Same Grade Comparison		-4%				
Cohort Comparison		8%				
05	2019	66%	57%	9%	60%	6%
	2018	68%	61%	7%	61%	7%
Same Grade Comparison		-2%				
Cohort Comparison		-19%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2019	66%	49%	17%	53%	13%
	2018	76%	56%	20%	55%	21%
Same Grade Comparison		-10%				
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	46	46	48	55	54	37	54				
ELL	80	48		72	60	40	43				
ASN	78	63		95	74						
BLK	65	57	36	56	50	47	57				
HSP	77	64	36	83	67	30	56				
MUL	70	56		80	63						
WHT	79	65	58	80	65	47	73				
FRL	65	59	54	69	59	43	55				
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	48	46	23	55	51	31	63				
ELL	62	53	58	76	53						
ASN	80	71		87	59						
BLK	69	65	56	58	52	36	65				
HSP	76	67		84	61		73				
MUL	94	63		82	53		80				
WHT	77	62	38	77	64	50	78				
FRL	67	57	47	65	60	44	65				
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	45	41	28	38	38	32	13				
ELL	45	38	38	77	50						
ASN	88	68		94	77		86				
BLK	56	38	21	58	44	35	31				
HSP	74	68		69	62		31				
MUL	72	72		76	61						
WHT	79	61	37	77	53	49	63				
FRL	65	48	36	64	51	45	43				

### ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	75
Total Points Earned for the Federal Index	523

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	53
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	59
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO

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	67
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	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

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

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

LPQ Math - 46%. Our veteran ESE Support Facilitator retired in December 2018 and a brand new teacher took her position. The average number of students in the 5th grade classes were 25. Due to budget restraints our school based tutor did not begin instructional support until late November.

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

Science- We decreased 9 points, however we were still 23 points above the district average. Each 5th grade class had an average of 25 students. 3 out of 7 classes were taught by a dedicated Science teacher. The data from the PMA1 and PMA2 was positive and showing mastery for 70 % of our students

**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.**

Loretto Elementary is fortunate not to have any substantial data components below the state average. However we have one data component , Math LPQ where we are 1% above the state averages.

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

Reading LPQ Gains increased 5 %. Provided prescriptive lessons in a small group setting. School base tutor worked with LPQ in Science Vocabulary and Achieve 3000 Monitor and rewarded students Bi-weekly with Achieve 3000. Students data chats and goal setting. All students were held accountable for their academic performance. Additional support from parent volunteer. All LPQ students were required to complete I-ready reading lessons.

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

Another potential area of concern is attendance with 115 out of our 944 students have an attendance rate of below 90%.

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

1. Science
2. Math LPQ
3. Prior year (2018-2019) 3rd and 4th grade students scoring Level 1 on the State Assessment..

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Leadership specifically relating to Instructional Leadership Team**

<b>Area of Focus Description and Rationale:</b>	Instructional leadership, a sub category of Effective leaders, will be an area of focus at Loretto Elementary. The 5 Essentials Survey data showed that only 82% of teachers agreed with the following statement; "A member of the school leadership team knows what's going on in my classroom." To improve in this area, we have created a new team, "Owl Ambassadors", that will meet weekly to discuss school-wide academics and activities to be shared with each team represented. This will allow administration as well the entire school to be aware of student learning activities/events taking place across all disciplines and resources. Additionally, this will allow administration to strategically plan for standards focus walk-throughs due to having a better grasp of what standards, skills, and activities we can expect to see happening throughout each day.
<b>Measurable Outcome:</b>	Our goal is to improve from 82% to at least 87% of teachers agreeing that a member of the school leadership team knows what's going on in my classroom.
<b>Person responsible for monitoring outcome:</b>	Rebecca Durkin (hamiltonr1@duvalschools.org)
<b>Evidence-based Strategy:</b>	The evidence-based strategy being implemented for this area of focus is collaborative leadership strategy that involves effective, open, and weekly communication with all stakeholders. According to John Hattie, "Regarding instructional leadership,...The effects were strongest on promoting and participating in teacher learning and development (.84), establishing goals and expectations (.42), and planning, coordinating, and evaluating teaching and the curriculum (.42) (Peter Dewitt, 2017)." Additionally, Dewitt noted in his book "Collaborative Leadership, Six Influences That Matter Most" that, "Instructional leadership has an effect size of .42, which is great, but imagine how much higher the effect size will be when leaders become more collaborative.
<b>Rationale for Evidence-based Strategy:</b>	The rationale for selecting collaborative leadership that involves effective, open, and weekly communication is to shift more teachers from working in silos to working collaboratively in "huddles". This will ensure that a greater percentage of teachers feel that school leadership is aware of what is going on in all classrooms. Inadvertently, this will develop teacher leaders within our school. Criteria used was the 5 Essentials data.

**Action Steps to Implement**

Survey Teachers for needs and strengths to develop our leaders.

**Person Responsible** Kristie Kemp (kempk@duvalschools.org)

Meet weekly with Owl Ambassadors.

**Person Responsible** Rebecca Durkin (hamiltonr1@duvalschools.org)

Team member representatives will share and discuss student learning activities and events happening in classrooms. Owl Ambassadors will share learning, activities, and special events taking place across all grade levels, content areas, and disciplines.

**Person Responsible** Kristie Kemp (kempk@duvalschools.org)

Minutes from the collaborate leadership team, Owl Ambassadors, will be posted in Loretto's MicroSoft Teams Staff Notebook for school-wide access.

**Person Responsible** Barbara Sims (blacksheab1@duvalschools.org)

**#2. Culture & Environment specifically relating to School Safety**

<b>Area of Focus Description and Rationale:</b>	Student Safety, a sub category of Supportive Environment, was determined to be a critical need for improvement according to our 5 Essentials data. In response to, "students report how safe they feel outside around the school," 15% of our students reported that they do not feel safe.
<b>Measurable Outcome:</b>	Our goal is for this category to decrease from %15 to %10 or less of our students reporting that they do not feel safe outside around the school.
<b>Person responsible for monitoring outcome:</b>	Barbara Sims (blacksheab1@duvalschools.org)
<b>Evidence-based Strategy:</b>	Calm Classroom, a social-emotional learning program, will be implemented school-wide. Additionally, quadrants will be assigned to outside play areas.
<b>Rationale for Evidence-based Strategy:</b>	According to Marzano, "a safe and orderly environment is a critical aspect of effective schooling. A school that does not attend to this factor risks undermining all other efforts at school improvement". We will be implementing two out of five of his recommended action steps. "Strategy 1: Establish rules and procedures for behavioral problems that might be caused by the school's physical characteristics of the school's routines" (this would apply to us creating "quadrants" during recess and using signs to indicate behavioral expectations for common areas outside during recess). "Strategy 4: Establish a program that teaches self-discipline and responsibility to students" (this would apply to us implementing Calm Classroom).

**Action Steps to Implement**

Administration will complete Calm Classroom training.

**Person Responsible** Kristie Kemp (kempk@duvalschools.org)

Calm Classroom materials and manuals will be ordered for every classroom and administrator.

**Person Responsible** Rebecca Durkin (hamiltonr1@duvalschools.org)

Guidance Counselors will train staff during pre-planning.

**Person Responsible** Kristie Kemp (kempk@duvalschools.org)

Administration will ensure that a chime will alert all faculty and students to practice our calm classroom strategies.

**Person Responsible** Kristie Kemp (kempk@duvalschools.org)

**#3. Instructional Practice specifically relating to Standards-aligned Instruction****Area of Focus Description and Rationale:**

The Assessing Student Learning component of the Standards Walk-Through Tool had an average of 1.9 out of 5. Within the component of Assessing Student Learning, "Determines Mastery" was the lowest category with an average 0.4 out of 1. This indicates that less than half of the time students were not observed completing activities/tasks that display mastery of the entire standard or an appropriate grade-level component. As noted in the article Opportunity Myth, all of our students should be exposed to the depths of the standard and held to high expectations. Additionally, we currently fall within the moderate rating for the "Collaborative Administration" component of the Standards-Based School Continuum rubric. This indicates that the administrative team needs to meet more often to review trend data and produce next steps.

**Measurable Outcome:**

Our rating in the category of "Determines Mastery" within the "Assessing Student Learning" component of the Standards Based Walk-Through will have a rating of 0.8 out of 1. This increase will subsequently improve the overall rating of Assessing Student Learning.

**Person responsible for monitoring outcome:**

Kristie Kemp (kempk@duvalschools.org)

**Evidence-based Strategy:**

The evidence-based strategy being implemented is that ALL teachers hold ALL students to high expectations. Students must be exposed to high-quality, standards-based instruction with the use of materials that shows that students are working on assignments that, when completed, provide data that show if they are on track towards mastery of a standard or mastery of a specific part of the grade-level standard. Based on PLC University training, Performance Matters will be an excellent tool for tracking student performance for any assignment and/or assessment that we input.

**Rationale for Evidence-based Strategy:**

The rationale for selecting all teachers holding all students to high expectation is that according to TNPT in "The Opportunity Myth", students' experiences of school were influenced by a confluence of factors—among them, the quality of the work they were doing, the instruction they received, and the expectations of their teachers—and that those factors would interact to have an impact on their academic growth. By ensuring that our students are being exposed to assignments, tasks, and assessments that provide a means of tracking data that demonstrates students moving toward mastery of standards, the field is leveled for students of all races, economic statuses, and backgrounds. The criteria used for selecting this strategy was the data from the SWT Dashboard.

**Action Steps to Implement**

Admin will synchronize understanding/interpretation of the "Determines Mastery" component of the standards based walk-through.

**Person Responsible**

Kristie Kemp (kempk@duvalschools.org)

Admin will meet regularly to analyze findings with a focus on whether student tasks, activities, and assessments determine mastery.

**Person Responsible**

Rebecca Durkin (hamiltonr1@duvalschools.org)

Common planning and PLC's will include the practice of aligning task and assessments for each learning arc within standards using item specs, ALD's, progression checks, question stems, mastery checks, and FSA aligned examples to ensure regular exposure of all question types and rigor to students.

**Person Responsible** Barbara Sims (blacksheab1@duvalschools.org)

### Additional Schoolwide Improvement Priorities

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

- 1. 5th grade has priority securing time in the New Science Lab**
- 2. PTA volunteer will help set up materials for teachers to use the Science Lab**
- 3. Admin will monitor scores from each PMA after every 9 weeks**
- 4. School will conduct a Science Boot camp in the spring**
- 5. Science teachers will host an after school Stem/Science club**
- 6. Students who scored a level 1 when in 3rd grade will be monitored by the Multi-tiered Systems of Support**
- 7. Progress monitoring and regularly checks for effectiveness of interventions will be a high priority for all LPQ**

## 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.

Loretto Elementary recognizes student and teacher achievements for i-Ready and Achieve. Top scoring students on PMAs are displayed in high-traffic areas with support from PTA providing incentives. School-wide accelerated reader is implemented in which twice a year students are able to use points earned to purchase items from the "AR" store. A representative from each classroom is chosen to serve on student council. In the Fall, a patriotic project is held to honor local Veterans. In the Winter, support is provided to local senior citizen facilities/nursing homes. Students sing songs and bring supplies. We have a National Honor Society that has a lending library for any and all of our students to have access to books. Additionally, to ensure all stakeholders are involved quarterly breakfasts are held with all staff members, monthly SAC meetings, and we build and maintain strong relationships with several business partners. We also have T.W.E.E.T., a program with the faculty to staff to encourage and support each other. We have a faith-based partnership with Christ Church and Mandarin Baptist which provides back-to-school breakfasts and sponsors school-beautification projects).

### Parent Family and Engagement Plan (PFEP) Link

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