

Duval County Public Schools

Ramona Boulevard Elementary School



2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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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5540 RAMONA BLVD, Jacksonville, FL 32205

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School KG-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>88%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	D

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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.

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

Name	Position 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.
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.
Stroman, Robin	Other	The Reading Interventionist is responsible for supporting student achievement in the area of English Language Arts, with special attention to reading. The Interventionist provides individual or small group instruction to students who are struggling academically. The interventionist is also responsible for monitoring, reporting, and communicating student progress and performance.
Richmond, Frances	Math Coach	The math coach provides staff support that will improve teaching and learning – including: teaching strategies, assessment of math skills, interpretation, and use of assessment results. Conducts demonstration lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed. Provides on-site staff development to ensure that teachers are knowledgeable about program components and understand the instructional design of how the program meets the standards (alignment). Serves as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students and assists teacher in preparation pacing for instruction.

Demographic Information

Principal start date

Monday 7/1/2019, Devonne Lampkin

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.*

2

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

15

Total number of students enrolled at the school

40

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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	44	50	40	57	77	57	0	0	0	0	0	0	0	325
Attendance below 90 percent	44	38	26	34	64	35	0	0	0	0	0	0	0	241
One or more suspensions	2	0	0	0	2	1	0	0	0	0	0	0	0	5
Course failure in ELA	4	8	3	25	9	1	0	0	0	0	0	0	0	50
Course failure in Math	0	6	4	25	5	1	0	0	0	0	0	0	0	41
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	10	12	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	14	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	5	8	18	44	17	0	0	0	0	0	0	0	92

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	70	8	5	11	39	42	0	0	0	0	0	0	0	175

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	8	4	25	9	1	0	0	0	0	0	0	0	51
Students retained two or more times	0	0	0	4	1	0	0	0	0	0	0	0	0	5

Date this data was collected or last updated

Thursday 6/10/2021

2020-21 - 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	56	53	53	80	58	54	0	0	0	0	0	0	0	354
Attendance below 90 percent	35	24	26	23	21	20	0	0	0	0	0	0	0	149
One or more suspensions	6	2	5	5	5	7	0	0	0	0	0	0	0	30
Course failure in ELA	3	5	1	1	0	5	0	0	0	0	0	0	0	15
Course failure in Math	3	2	5	0	0	15	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	30	42	45	43	50	29	0	0	0	0	0	0	0	239

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	3	2	2	0	0	5	0	0	0	0	0	0	0	12
Students retained two or more times	1	1	2	5	4	3	0	0	0	0	0	0	0	16

2020-21 - 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	56	53	53	80	58	54	0	0	0	0	0	0	0	354
Attendance below 90 percent	35	24	26	23	21	20	0	0	0	0	0	0	0	149
One or more suspensions	6	2	5	5	5	7	0	0	0	0	0	0	0	30
Course failure in ELA	3	5	1	1	0	5	0	0	0	0	0	0	0	15
Course failure in Math	3	2	5	0	0	15	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide ELA assessment	0	0	0	35	0	0	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	30	42	45	43	50	29	0	0	0	0	0	0	0	239

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	3	2	2	0	0	5	0	0	0	0	0	0	0	12
Students retained two or more times	1	1	2	5	4	3	0	0	0	0	0	0	0	16

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				22%	50%	57%	27%	50%	56%
ELA Learning Gains				38%	56%	58%	35%	51%	55%
ELA Lowest 25th Percentile				20%	50%	53%	41%	46%	48%
Math Achievement				41%	62%	63%	32%	61%	62%
Math Learning Gains				53%	63%	62%	51%	59%	59%
Math Lowest 25th Percentile				38%	52%	51%	43%	48%	47%
Science Achievement				35%	48%	53%	38%	55%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	22%	51%	-29%	58%	-36%
Cohort Comparison						
04	2021					
	2019	22%	52%	-30%	58%	-36%
Cohort Comparison		-22%				
05	2021					
	2019	22%	50%	-28%	56%	-34%
Cohort Comparison		-22%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	48%	61%	-13%	62%	-14%
Cohort Comparison						
04	2021					
	2019	30%	64%	-34%	64%	-34%
Cohort Comparison		-48%				
05	2021					
	2019	34%	57%	-23%	60%	-26%
Cohort Comparison		-30%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	33%	49%	-16%	53%	-20%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

K-2 iReady was used for progress monitoring for reading and math

3-5 District Progress Monitoring Assessments were used for reading and math data

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5.88	12.77	19.57
	Economically Disadvantaged	4	12.77	16.28
	Students With Disabilities	0	0	11.11
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11.76	6.38	8.70
	Economically Disadvantaged	10	0	9.30
	Students With Disabilities	11.11	0	0
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15	20.16	27
	Economically Disadvantaged	22.85	33	38.89
	Students With Disabilities	33	25	25
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5.13	7.69	15.38
	Economically Disadvantaged	2.94	8.57	17.14
	Students With Disabilities	33.33	0	25.00
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	8	15	25
	Economically Disadvantaged	9	17	28
	Students With Disabilities	13	11	20
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23	29	29
	Economically Disadvantaged	26	30	31
	Students With Disabilities	17	13	22
	English Language Learners	33	50	20

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15	24	31
	Economically Disadvantaged	16	24	31
	Students With Disabilities	0	0	25
	English Language Learners	20	20	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25	31	32
	Economically Disadvantaged	24	32	31
	Students With Disabilities	0	0	0
	English Language Learners	20	25	33

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		29	31	35
	Economically Disadvantaged		24	28	35
	Students With Disabilities		20	27	10
	English Language Learners		0	33	33
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		18	13	19
	Economically Disadvantaged		16	9	17
	Students With Disabilities		11	0	0
	English Language Learners		25	0	25
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		14	21	34
	Economically Disadvantaged		14	23	35
	Students With Disabilities		0	9	10
	English Language Learners		0	25	25
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	18	25		11	31		9				
ELL											
BLK	20	25	42	27	33		15				
HSP	33			33							
MUL	15			23							
WHT	50			30							
FRL	23	33	50	27	38	23	19				
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				
BLK	19	30	6	39	48	38	26				
HSP	25	69		44	62						

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	77
Total Points Earned for the Federal Index	284
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	77
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

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	27
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	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	19
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Ramona's ELA proficiency (22%) trends far below the district (50%) and state (57%) proficiency levels as well as the federal index level which is 41%.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring and 2019 state assessments reading proficiency, reading gains and lowest performing quartile students demonstrate the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Some of the contributing factors to this need for improvement was the attendance rate as well the number of students reading below two grade levels.

Ramona will continue with the reading Intervention block that was instituted using Corrective Reading. The usage of district created standard based problems of the day, standard mastery lesson with assessment and usage of a new online platform Freckle. The guidance counselor along with a district social worker made home visit, calls and wellness checks for students with attendance issues.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The ELA data components, based off 2021 progress monitoring showed the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Some of the contributing factors to this improvement was the implementation of reading Intervention block was instituted using Corrective Reading. The usage of district created standard based problems of the day, standard mastery lesson with assessment and usage of a new online platform Freckle.

What strategies will need to be implemented in order to accelerate learning?

Strategies that will need to be implemented in order to accelerate learning are for teachers to conduct small group teaching, use manageable text where they can practice decoding skills easily while working on comprehension in tandem with one another, and use graphic organizers, model and scaffold these strategies (Visualization, Asking Questions, Accessing Prior Knowledge, Summarization, Self-Monitoring, Story/Text Structure Analysis, Synthesis).

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Weekly common planning with Administration and coaches in ELA, math and science.

Review student work using EQUIP Protocol

Monthly (Early Dismissal) Training and planning data-driven lessons using Learning Arcs, Florida Achievement Level Descriptors for grades 3rd - 5th);

Coaching Cycles will be conducted based on weekly observations/walk-throughs, the Reading and Math

coach will implement coaching cycles to assist teachers with developing rigorous lessons to increase student engagement, promote higher level thinking, and align instruction to Florida state standards/ Best Standards. The coaches will plan and co-teach lessons with teachers to implement the focus agreed upon. Coaching Cycles include, but are not limited to: rigorous questioning, student engagement, using student data to focus student instruction, and developing data-based small group instruction.

Teachers and leaders are surveyed after each professional learning session to better understand their needs and revisions are made based on feedback. The survey results and revisions made are communicated to the participants at the beginning of the next session. This process ensures transparency and helps create a safe learning environment for staff.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Principal is currently in the Distinguish Leaders program that equips leaders with the knowledge, skills and tools necessary to design and lead high-performing systems. By preparing leaders to serve as strategic thinkers, instructional leaders and creators of a just, fair and caring culture, NCEE strives to create education systems that provide students equitable opportunities for learning and meet the highest standards. Program and Shared Ownership:

Use data effectively to guide school-wide decisions about instruction, Identify practices that are and are not improving student learning Implement practices and approaches that are aligned with addressing gaps in learning

Work to internalize a culture of high expectations for students and staff members by identifying specific yearly student learning priorities that are aligned with the school vision and mission and continue to use instructional materials and resources that align with expectations

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale: Eighty percent of 3-5 classrooms at Ramona implemented standards-aligned instruction/remediation, tasks, or assessments.

Measurable Outcome: 100% of 3-5 teachers will engage in effective planning procedures and implement standards-based instruction daily.

Monitoring: Implementation of standard-aligned instruction/remediation, tasks, or assessments will be monitored by the use of District Standard Aligned materials as supplemental materials such as Performance Coach, the use of the districts' Standards Walk Through Tools as well as progress monitoring data

Person responsible for monitoring outcome: DeVonne Lampkin (lampkind@duvalschools.org)

Evidence-based Strategy: Ramona will use materials that are aligned to state standards that will ensure that students are exposed to standards aligned instruction, tasks and assessments. Students will receive small group instruction and tutoring presented in short, scaffolded lessons using real-world applications of the math content contained in the Performed Coach supplemental curriculum as well as Success Coach for reading.

Rationale for Evidence-based Strategy: Performance Coach offers standards-based instruction will help prepare our students to be successful on Florida standards in both and math. Students will gain exposure to the rigor and new item types featured on these state test. The Performance Coach series, uses a gradual-release model, includes practice and teacher support than ever. Success Coach provides active targeted instruction, two-level practice, and progress tracking to extend the reach of your teaching, so it all comes together for every student in the class.

Action Steps to Implement

1. Receive quote from School Specialty
2. Train Math and Reading interventionist on the use of the supplemental curriculum
3. Monitor the use and implementation of the supplemental curriculum.

Person Responsible DeVonne Lampkin (lampkind@duvalschools.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: SWD has performed well below the district 16% to 50% in ELA and Math 27% to 62% on the 2019 FSA.

Measurable Outcome: Ramona's Students with disabilities will increase their Math proficiency from 27% to 41% and ELA proficiency from 16% to 41%.

Monitoring: Instructional reading and math coaches will be hired will support teachers through the planning and delivery of lessons that will small group instruction as well as helping teachers to accommodate their lessons to meet the needs of Students with disabilities.

Person responsible for monitoring outcome: Daniel Sapp (sappjrd@duvalschools.org)

Evidence-based Strategy: Employ a Reading and Math Coach whose focus will be to support our ESE students with disabilities as well as the VE teachers. When teachers receive instructional coaching, the quality of their instruction improves enough to also lead to gains in student achievement

Rationale for Evidence-based Strategy: The instructional coaches will model lessons, curate resources to share with teachers, and develop customized curriculum for individual students or special units. They will monitor the students' environment to make sure they are not overwhelmed or anxious and also help students prepare materials to keep them organized

Action Steps to Implement

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)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Ramona's Students scored 41% proficiency in math, 21% lower than the district and 22% lower than the state proficiency.

Measurable Outcome: Ramona's math proficiency will increase from 41% to 50%

Monitoring: Ramona will employ a Math Interventionist that will be responsible for supporting student achievement in the area of Mathematics with special attention to Tier II and III instruction. The Interventionist will provide individual or small group instruction to students who are struggling academically. The math interventionist will also responsible for monitoring, reporting, and communicating student progress and performance.

Person responsible for monitoring outcome: Daniel Sapp (sappjrd@duvalschools.org)

Evidence-based Strategy: The Math Interventionist will be hired to ensure the students get an additional layer, the math and will work directly with students for Tier II and Tier III instruction. Based on data, the math will plan and work with the teachers to ensure students who need any additional layer of support are seen daily. The math and reading interventionist will also keep a progress monitoring log of student progress toward standards mastery.

The math coach 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.

Rationale for Evidence-based Strategy: Perform Coach 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.

Action Steps to Implement

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
5. Have Interventionist work specifically with students grappling with on grade level math standards

Person Responsible DeVonne Lampkin (lampkind@duvalschools.org)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Based on 2021-22 data, ELA was identified as a critical need. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas.

o The percentage of students in grades 3-5, below Level 3 on the 2021 statewide, standardized English Language Arts assessment are as follows: 3rd grade is 85%, 4th grade is 75%, and 5th grade is 80%.

o The percentage of students in kindergarten through grade 3, based on 2020-2021 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment is as follows: 1st - 80% and 2nd - 73%

Measurable Outcome:

K-5 data:

*Increase percentage of K-2 students scoring "At Grade Level" or above by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

*Increase percentage of 3 -5 grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

Monitoring:

Our school leadership team, district content specialist support, and Supplemental Instructional APs will review ELA data from district assessments.

Person responsible for monitoring outcome:

DeVonne Lampkin (lampkind@duvalschools.org)

Evidence-based Strategy:

Data Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, implementation, and checking for understanding when lesson planning.

Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered. Small group instruction will allow teachers to meet students at their level to support their needs.

Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity. Checking effectiveness from student data.

Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.

Rationale for Evidence-based Strategy:

Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection. <https://www.ascd.org/el/articles/how-to-plan-effective-lessons>

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners. <https://www.ascd.org/el/articles/turn-small-reading-groups-into-big-wins>

Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class.
<https://www.ascd.org/el/articles/how-student-progress-monitoring-improves-instruction>

Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next steps. It may be used by the school alone or with the assistance of the support lead. <https://institutionalresearch.syr.edu/what-we-do/student-ratings/creating-an-action-plan/action-plan-teaching-strategies/>

Action Steps to Implement

Ensure teachers are equipped and comfortable with all four strategies listed above. Professional Development during Early Release Days and Common Planning will be essential for Leadership to support teachers. Based on observational data and teacher feedback, PD topics will be set before each Early Release and Common Planning.

Person Responsible DeVonne Lampkin (lampkind@duvalschools.org)

During Common Planning and individual teacher data chats, specific data pertaining to ELA reading and student success will be discussed and analyzed to ensure we are monitoring progress.

Person Responsible DeVonne Lampkin (lampkind@duvalschools.org)

Give immediate feedback on any observations/walkthroughs conducted by state support, school leadership, district content specialists, and district leadership.

Person Responsible DeVonne Lampkin (lampkind@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safe-schools-for-alex.org/), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Analysis forthcoming

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.

Ramona addresses building a positive school culture and environment by creating a meaningful parent involvement program through our monthly meetings and content informational nights. We celebrate personal achievement and good behavior of our students with quarterly and end of the year awards. We have established school norms, "the Eagle Way." We have instituted a school wide discipline plan that is used consistently throughout the building. We also maintain the physical environment of your school and classrooms to ensure we have an inviting school for both parents and students. We will monitor the effectiveness of the school wide discipline plan through our discipline data.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Ramona provides support services that develop family and community partnerships. We employ a family/community liaison that is housed in our parent/family room. She works five hours a day where she holds parent meetings and provides resources for families. Each year we have a developmental meeting where we survey parents to see which workshops, webinars and events they would like to be held, such as Literacy Nights and Math Nights. We give assistance to parents for services in our community through our community and faith based partnerships that include health and nutrition and other community activities. We also partner with two after school programs: the Boys and Girls club, which is housed in our neighborhood apartment complex as well as the YMCA Team Up program housed at the school that provides enrichment activities as well as homework assistance. Ramona partners with Daniel Kids and is afforded a full-time behavior therapist that provides one on one as well as group counseling.

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				\$57,246.60
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7300	110-Administrators	0791 - Ramona Boulevard Elementary School	UniSIG	0.5	\$37,008.66

			<p><i>Notes: Supplemental Instructional Assistant Principal - This is not a new position. The primary role of the supplemental instructional assistant principal is to provide additional administrative instructional support to content area teachers of students who are in a state assessed grade and/or course based upon a tiered level of needed support. The supplemental instructional AP will work in coordination with the Innovation and School Improvement Region Executive Directors and the School principal to: -Provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement and closing the achievement gap in tested grades; -The Supplemental Assistant Principal will also serve as the lead of grade level ELA, Math, and Science Professional learning communities based upon school data reviews; -To ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and -support the effective use of benchmarks, learning, and expectations. - Provide direct feedback measures to identified instructional staff to ensure accountability for all participants engaged in the educational process. -Support and promote a positive learning culture through job-embedded, real time provide coaching of identified instructional staff in the application of best practices for increasing student achievement and standards mastery The same employee from last year will continue this year. This position was approved using UniSIG funds last year. The position is shared and split funded with Reynolds Lane (30%) and Southside Middle (20%).</i></p>		
7300	210-Retirement	0791 - Ramona Boulevard Elementary School	UniSIG		\$4,004.34
			<p><i>Notes: Supplemental Instructional Assistant Principal Retirement at 10.82%</i></p>		
7300	220-Social Security	0791 - Ramona Boulevard Elementary School	UniSIG		\$2,831.16
			<p><i>Notes: Supplemental Instructional Assistant Principal Social Security/Medicare at 7.65%</i></p>		
7300	231-Health and Hospitalization	0791 - Ramona Boulevard Elementary School	UniSIG		\$5,932.49
			<p><i>Notes: Supplemental Instructional Assistant Principal Group Health at 16.03%</i></p>		
7300	232-Life Insurance	0791 - Ramona Boulevard Elementary School	UniSIG		\$7.40
			<p><i>Notes: Supplemental Instructional Assistant Principal Group Life at 0.02%</i></p>		
7300	240-Workers Compensation	0791 - Ramona Boulevard Elementary School	UniSIG		\$610.64
			<p><i>Notes: Supplemental Instructional Assistant Principal Workers Comp at 1.65%</i></p>		
7300	290-Other Employee Benefits	0791 - Ramona Boulevard Elementary School	UniSIG		\$192.45
			<p><i>Notes: Supplemental Instructional Assistant Principal Flex Benefits at 0.52%</i></p>		
5900	120-Classroom Teachers	0791 - Ramona Boulevard Elementary School	UniSIG		\$5,544.00
			<p><i>Notes: Tutoring \$24 per hour, certificated teachers total 231 hours - This line item will be used to support grade levels 3-5 tutors to assist with the achievement gaps. Tutoring will be offered to students in the lowest performing quartile in grade level 3-5. Certified teachers will have the opportunity to sign up on a first come, first serve basis. The tentative dates are October 4th - December 10th (before school, after school, or Saturday school).</i></p>		
5900	210-Retirement	0791 - Ramona Boulevard Elementary School	UniSIG		\$599.86
			<p><i>Notes: Tutoring benefits retirement 10.82%</i></p>		
5900	220-Social Security	0791 - Ramona Boulevard Elementary School	UniSIG		\$424.12
			<p><i>Notes: Tutoring benefits Social Security 7.65%</i></p>		
5900	240-Workers Compensation	0791 - Ramona Boulevard Elementary School	UniSIG		\$91.48

						<i>Notes: Tutoring benefits workers compensation 1.65%</i>
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math				\$80,218.03
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0791 - Ramona Boulevard Elementary School	UniSIG	1.0	\$58,656.53
			<i>Notes: Math Interventionist - This is a new position request. This line item will be used to work with all grade levels in our school. Specifically, the Lowest Performing Quartile students in each grade level. The school will need to push-in and pull-out students form small group instruction. The qualifications are: Education - Bachelor's degree from an accredited college or university. Experience: Three years of continuous teaching experience in mathematics. Experience working with at-risk students. Salary is based on verified years of teaching experience. Certifications & Licenses: Florida Department of Education Certification in Elementary Education K-6 for Elementary interventionist; This is a content specific instructional support positions that will provide the opportunity to provide students the needed intervention on mastery of objectives. Identify students will receive assistance in reaching proficient common core skills. This position will be funded by UniSIG (100%)</i>			
	5100	210-Retirement	0791 - Ramona Boulevard Elementary School	UniSIG		\$6,346.64
			<i>Notes: Math Interventionist Benefits Retirement 10.82%</i>			
	5100	220-Social Security	0791 - Ramona Boulevard Elementary School	UniSIG		\$4,487.22
			<i>Notes: Math Interventionist Benefits Social Security 7.65%</i>			
	5100	231-Health and Hospitalization	0791 - Ramona Boulevard Elementary School	UniSIG		\$9,402.64
			<i>Notes: Math Interventionist Benefits Group Health Insurance 16.03%</i>			
	5100	232-Life Insurance	0791 - Ramona Boulevard Elementary School	UniSIG		\$11.73
			<i>Notes: Math Interventionist Benefits Life Insurance .02%</i>			
	5100	240-Workers Compensation	0791 - Ramona Boulevard Elementary School	UniSIG		\$967.83
			<i>Notes: Math Interventionist Benefits Workers Compensation 1.65%</i>			
	5100	240-Workers Compensation	0791 - Ramona Boulevard Elementary School	UniSIG		\$305.02
			<i>Notes: Math Interventionist Benefits Flex Benefits .52%</i>			
	5100	510-Supplies	0791 - Ramona Boulevard Elementary School	UniSIG		\$40.42
			<i>Notes: Supplies - Pencils, pens, mics. This line item is for needed student supplies.</i>			
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$145,753.75