

Duval County Public Schools

Ortega Elementary School



2021-22 Schoolwide Improvement Plan

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Ortega Elementary School

4010 BALTIC ST, Jacksonville, FL 32210

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

Demographics

Principal: Shannon Rose Hammond

Start Date for this Principal: 7/1/2017

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* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: C (52%) 2016-17: C (51%)
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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Ortega Elementary School

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	75%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	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.

Mission Statement: Ortega Museum Magnet partners with area museums to provide hands-on, minds-on learning experiences for students to examine their world, explore their strengths, exhibit their knowledge and achieve academic success.

Provide the school's vision statement.

Vision Statement: Be a learning community where highly qualified staff, committed students, supportive families, and a community of partnerships work together to create a positive school culture meeting the needs of ALL students.

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
Rose-Hamann, Shannon	Principal	
Noll, Mary	Reading Coach	
Carter, Cassandra	School Counselor	
Fraley, Kenneth	Assistant Principal	

Demographic Information

Principal start date

Saturday 7/1/2017, Shannon Rose Hammond

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.*

1

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

17

Total number of students enrolled at the school

310

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

4

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

3

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	45	55	62	49	59	61	0	0	0	0	0	0	0	331
Attendance below 90 percent	0	21	25	16	22	25	0	0	0	0	0	0	0	109
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	11	27	22	19	43	0	0	0	0	0	0	0	122
Level 1 on 2019 statewide FSA Math assessment	0	16	35	22	23	33	0	0	0	0	0	0	0	129
Number of students with a substantial reading deficiency	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	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 6/7/2021

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	60	55	60	55	43	48	0	0	0	0	0	0	0	321
Attendance below 90 percent	18	15	10	24	7	11	0	0	0	0	0	0	0	85
One or more suspensions	1	1	0	2	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	3	1	0	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	0	3	1	0	0	0	0	0	0	0	0	5

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	5	2	8	11	5	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	60	55	60	55	43	48	0	0	0	0	0	0	0	321
Attendance below 90 percent	18	15	10	24	7	11	0	0	0	0	0	0	0	85
One or more suspensions	1	1	0	2	0	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	3	1	0	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	0	3	1	0	0	0	0	0	0	0	0	5

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	5	2	8	11	5	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data 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				52%	50%	57%	50%	50%	56%
ELA Learning Gains				55%	56%	58%	59%	51%	55%
ELA Lowest 25th Percentile				60%	50%	53%	40%	46%	48%
Math Achievement				63%	62%	63%	61%	61%	62%
Math Learning Gains				77%	63%	62%	63%	59%	59%
Math Lowest 25th Percentile				71%	52%	51%	27%	48%	47%
Science Achievement				68%	48%	53%	62%	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	44%	51%	-7%	58%	-14%
Cohort Comparison						
04	2021					
	2019	53%	52%	1%	58%	-5%
Cohort Comparison		-44%				
05	2021					
	2019	47%	50%	-3%	56%	-9%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	44%	61%	-17%	62%	-18%
Cohort Comparison						
04	2021					
	2019	57%	64%	-7%	64%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-44%				
05	2021					
	2019	67%	57%	10%	60%	7%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	63%	49%	14%	53%	10%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady

District Progress Monitoring Assessments

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	17	22	53
	Economically Disadvantaged	22	29	60
	Students With Disabilities	10	22	20
	English Language Learners	20	30	18
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	21	37
	Economically Disadvantaged	14	24	42
	Students With Disabilities	20	50	50
	English Language Learners	10	10	27

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	43	60
	Economically Disadvantaged	18	38	65
	Students With Disabilities	25	25	29
	English Language Learners	0	33	67
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16	39	56
	Economically Disadvantaged	9	42	50
	Students With Disabilities	13	50	29
	English Language Learners	0	33	33
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30	47	46
	Economically Disadvantaged	27	42	40
	Students With Disabilities	33	67	20
	English Language Learners	25	25	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47	57	62
	Economically Disadvantaged	44	53	59
	Students With Disabilities	33	67	50
	English Language Learners	50	63	63

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	50	55
	Economically Disadvantaged	34	51	51
	Students With Disabilities	17	40	50
	English Language Learners	13	0	13
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	52	59	65
	Economically Disadvantaged	53	59	63
	Students With Disabilities	17	40	40
	English Language Learners	25	13	67
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46	64	58
	Economically Disadvantaged	39	58	54
	Students With Disabilities	22	44	25
	English Language Learners	50	50	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44	54	54
	Economically Disadvantaged	48	58	54
	Students With Disabilities	22	11	25
	English Language Learners	50	50	100
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	56	64	64
	Economically Disadvantaged	52	63	64
	Students With Disabilities	22	22	67
	English Language Learners	50	50	50

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	30	50		48	50						
ELL	28			59							
BLK	45	44		57	69		37				
HSP	52			63							
WHT	71			87							
FRL	49	52		67	70		48				
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	23	50	56	53	75	75	50				
ELL	30			30							
BLK	48	68	69	57	77	81	57				
HSP	50	35		55	62		77				
WHT	61	56		75	89		85				
FRL	45	56	65	55	73	74	61				
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	11	31	24	26	34	24	33				
ELL	10			10							
BLK	44	59	33	49	57	19	54				
HSP	49	56	40	55	65		62				
WHT	57	61		80	69		79				
FRL	46	57	38	56	62	29	55				

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	61
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	59
Total Points Earned for the Federal Index	364
Total Components for the Federal Index	6
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	49
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 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	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57
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	
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	79
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	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

The trends that emerge across grade levels, subgroups, and core content areas are reading proficiency and gains need to increase in grade 3-5 in order to increase the average for the school.

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

The greatest need for improvement will be ELA proficiency in grades 3-5.

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

We were providing intense support and remediation to the students in our lowest performing quartile but our remaining students did not receive the same level of remediation which could be a contributing factor to the decline. However, all students did receive a daily reading intervention in a small group setting. Some of the students who showed a decline were fourth graders; therefore, their performance on the writing component of the test was a contributing factor as well. In addition, several of our high performing students did not make learning gains. In 2021-2022 we will focus on providing enrichment opportunities for our high performing students in order to improve our learning gains.

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

The component that showed the most improvement was Math Gains of the Lowest 25th Percentile.

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

The contributing factors to this improvement were that school administration, teachers and paras were providing intensive support and remediation to the students in our lowest performing quartile. Furthermore, faculty and staff members mentored each student in the lowest performing quartile. School faculty members also implemented Ortega Outreach, a Saturday tutoring session which was held monthly in the apartment complex zoned for the school.

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

We will need to implement the following strategies in order to accelerate learning:

- Reading Mastery for students in grades K-2
- Leveled Literacy Instruction or guided reading for all students
- Fluency passages/practice for all students
- B.E.S.T. training for K-2 teachers
- Benchmark Advance training for K-2 teachers
- Teachers providing tier three interventions will need to be reading endorsed
- Teachers will create/vet assignments and assessments that are well aligned with FSA item specifications

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.

We will conduct weekly common planning sessions for each grade level. During common planning teachers will work with an administrators and/or coach to plan for strategic instruction, with an emphasis on standards based assignments and assessments as well and the standards continuum.

Teachers providing tier three interventions will participate in professional development in order to receive their reading endorsements.

Teachers working with the B.E.S.T. standards will receive B.E.S.T. standard training.

Teachers implementing the Benchmark Advance curriculum will receive the Benchmark Advance training.

Teachers implementing Reading Mastery will participate in R.M.S.E training prior to teaching the lessons.

Our school leadership team will create a professional development plan based on school needs which will include instructional rounding for all teachers.

The school reading coach will design and implement a professional development plan which will include book studies, lesson studies, and coaching cycles.

All teachers will create an Individualized Professional Development Plan and work with the school administration to complete the plan. The goal of the IPDP is for each teacher to receive the professional development needed to improve students' academic performance.

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

We will invest in the whole child by establishing strong relationships with children and their families and focusing on social and emotional learning. We are able to give each child differentiated

instruction, which will ensure sustainability with those learners for their duration of time at Ortega. Our monthly Friday Flag Raisings ensure students are recognized for their birthdays, character, attendance, behavior and performance in art, music, and PE as well as the academic subjects.

Ensure highly qualified teachers are providing differentiated instruction.

Providing Reading Mastery instruction to every primary student ensures the majority of students are reading on grade level before third grade. Over time, intermediate students in grades 3-5 will be able to spend more time reading to learn science and social studies content, exploring a variety of genres, and completing more project based learning.

One School, One Book allows every family in the school to read and discuss the same book. This program instills a love of reading and learning within our school community.

Math Acaletics ensures students are mastering grade level math standards. If we continue using Acaletics with fidelity, our math achievement and learning gains will continue to improve.

Our ESOL paras work closely with our English Language Learners and our district specialist to ensure we are communicating well and utilizing the best teaching practices.

We will continue to utilize funding to purchase interactive monitors for classroom use, and we will encourage teacher to become Microsoft Innovative Educators in order to provide innovative instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Our students must be proficient readers in order to excel in other subject areas and to eventually be prepared for success in college or a career, and life.

Measurable Outcome:

If we implement rigorous, differentiated, data driven instruction in every classroom, then our proficiency, learning gains, and bottom quartile learning gains will improve in all academic areas.

Our school Reading coach will design, monitor and assess reading achievement progress and provide professional development and coaching for teachers. We plan to increase our reading achievement to 57 percent.

A tutor will work for five hours each day to provide remediation for students.

A paraprofessional will provide reading enrichment and remediation for students.

A parent liaison will work to build strong relationships with families and stakeholders and work with community, business and faith-based partners to secure resources and minors for students which will transfer to an increase in students reading proficiency.

Monitoring:

All K-2 students will participate in Reading Mastery. Teachers will be trained and will implement the program correctly and with fidelity, and data collection and analysis will occur during common planning sessions.

LLI (Leveled Literacy Instruction) will be used with select students in grades K-5.

All students in grades 3-5 will receive targeted small group instruction.

All families will participate in the One School One Book program.

Materials will be purchased and utilized to support students for tutoring, remediation, and enrichment. Materials include but are not limited to interactive carts and monitors, computers, Raz Kids, Reflex Math, LLI kits, series books, scholastic books, and novel sets.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Intensive remediation and effective interventions implementation in all grade levels will be required in order to improve our reading proficiency. Reading Mastery and LLI will be used in grades K-2 and LLI, LAFS, and standards based assessments will be utilized in grades 3-5.

Rationale for Evidence-based Strategy:**Action Steps to Implement**

The Reading Coach will monitor and assess reading achievement progress as well as provide professional development and coaching for teachers.

Person Responsible

Mary Noll (nollm@duvalschools.org)

All K-2 students will receive differentiated instruction through Reading Mastery.

Person Responsible

Mary Noll (nollm@duvalschools.org)

A tutor will work with small groups of students to implement interventions and provide reading remediation.

Person Responsible Mary Noll (nollm@duvalschools.org)

A para will work with small groups of students and assist teachers in order to implement interventions, enrichment opportunities, and remediation for students.

Person Responsible Mary Noll (nollm@duvalschools.org)

The school will participate in "One School, One Book" which allows for all families to receive and read the same book.

Person Responsible Mary Noll (nollm@duvalschools.org)

Classroom libraries will be well utilized and well organized to provide appealing, interesting, and appropriate books for students with easy access. Title 1 will purchase additional computers and technology to allow students to use digital platforms like, I-Ready, Achieve, and Raz Kids.

Person Responsible Mary Noll (nollm@duvalschools.org)

Students will participate in data chats to set reading goals.

Person Responsible Mary Noll (nollm@duvalschools.org)

Teachers will collaboratively plan core reading instruction during weekly common planning meetings with a focus on standards-based reading, tasks and assessments.

Person Responsible Mary Noll (nollm@duvalschools.org)

Students will read grade-level fluency passages weekly both in school and at home and teachers will monitor student progress and provide additional support as needed.

Person Responsible Mary Noll (nollm@duvalschools.org)

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

Area of Focus Description and Rationale: Our standards walkthrough tool shows that we have shown improvement in teacher/student use of standards, standards based instruction, and standards based assessments; however student learning would be maximized through more frequent use of standards aligned assessments.

Measurable Outcome: 90% of more of our core content teachers will use assessments that are fully aligned to standards. Assessments should determine mastery and contain the learning arc and/or FSA alignment.

Monitoring: School administrators will conduct several standards-based walkthroughs each week, use the standards walkthrough tool to record data, and work with teachers to implement next steps.

Person responsible for monitoring outcome: Shannon Rose-Hamann (roses1@duvalschools.org)

Evidence-based Strategy: Teachers, the reading coach, and the school administrators will work together during common planning and/or PLCs to review, create, and/or vet standards based assessments.

Rationale for Evidence-based Strategy: We must ensure assessments are aligned to standards in order to determine instructional next steps. Students must be prepared to take state assessments. Student assessments should be in the appropriate place among the learning arc, provide an FSA equivalent experiences, and provide data to determine if students are on track to demonstrate mastery of the standards.

Action Steps to Implement

Train teachers on the SIP (School Improvement Plan) and SBI (Standards Based Instructional Continuum) requirements, and review 2021 data.

Person Responsible Shannon Rose-Hamann (roses1@duvalschools.org)

Frequent collaboration and discussion around the SBI with the school leadership team. to ensure administrators share common definitions, evidence, and expectations across the school

Person Responsible Shannon Rose-Hamann (roses1@duvalschools.org)

Review the SIP with all faculty, staff and stakeholders and revise as needed according to stakeholder input.

Person Responsible Shannon Rose-Hamann (roses1@duvalschools.org)

Create standards aligned lessons and assessments during common planning.

Person Responsible Shannon Rose-Hamann (roses1@duvalschools.org)

Schedule training as needed around learning arcs and standards based instruction and assessments.

Person Responsible Shannon Rose-Hamann (roses1@duvalschools.org)

Utilize the standards walkthrough tool to observe classrooms, provide feedback to teachers, and plan professional development for continuous improvement.

Person Responsible Shannon Rose-Hamann (roses1@duvalschools.org)

Participate in continuous professional development (lesson studies, instructional rounding, strategic planning) to ensure success.

Person Responsible Shannon Rose-Hamann (roses1@duvalschools.org)

No description entered

Person Responsible [no one identified]

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus	Many students show frequent absences and/or tardies, which negatively impacts students performance. If we improve student attendance rates then academic performance will improve in all areas.
Description and Rationale:	
Measurable Outcome:	<p>ELA Achievement-- 57%</p> <p>ELA Learning Gains-- 59%</p> <p>ELA Gains of the Lowest 25%-- 62%</p> <p>Mathematics Achievement-- 69%</p> <p>Mathematics Learning Gains-- 78%</p> <p>Mathematics Learning Gains of the Lowest 25%-- 73%</p> <p>Science-- 70%</p>
Monitoring:	This will be monitored through attendance rates, PMA scores, Achieve 3000 scores, iReady scores, and FSA scores.
Person responsible for monitoring outcome:	Cassandra Carter (carterc7@duvalschools.org)
Evidence-based Strategy:	<p>Faculty and staff emphasize the importance of attending school daily (when healthy) and provide encouragement and incentives for students to attend school daily and to arrive on time.</p> <p>We have a district wide emphasis on social emotional health. All teachers have been trained in Calm Classroom, we participate in Wellness Wednesdays, and we set aside daily time for social and emotional learning.</p> <p>Students who attend school regularly have been shown to achieve at higher levels than students who do not attend school regularly. In 2021 we had students with very low attendance. In 2022 we will improve attendance rates which will improve our academic performance.</p>
Rationale for Evidence-based Strategy:	

Action Steps to Implement

Train teachers on the connection between student attendance and academic performance as well as our district's attendance policy.

Person Responsible Cassandra Carter (carterc7@duvalschools.org)

Encourage teachers to establish strong lines of communication with students' families and emphasize the importance of daily attendance.

Person Responsible Cassandra Carter (carterc7@duvalschools.org)

When students are eligible for an AIT meeting, the guidance counselor will inform the school administrators and the teachers, and AIT meetings will be held on a monthly basis.

Person Responsible Cassandra Carter (carterc7@duvalschools.org)

Implement Live School in order to provide positive communications with students, parents, and school staff. Live School gives students points for attending school daily, arriving on time, and other positive things the students are doing. Live school allows the admin team to look at reports for academic and social growth. Doing this will help with student achievement by having the students in class daily and getting rigorous instruction.

Person Responsible Cassandra Carter (carterc7@duvalschools.org)

After attendance meetings, the school based team will meet to plan next steps and follow up with the family as needed.

Person Responsible Cassandra Carter (carterc7@duvalschools.org)

#4. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus	If we develop positive relationships between faculty, staff, students and stakeholders and focus on social and emotional health, then our school culture will improve and academic performance will improve in all areas.
Description and Rationale:	
Measurable Outcome:	ELA Achievement-- 55% ELA Learning Gains-- 60% ELA Gains of the Lowest 25%-- 63% Mathematics Achievement-- 65% Mathematics Learning Gains-- 80% Mathematics Learning Gains of the Lowest 25%-- 73% Science-- 70%
Monitoring:	The will be monitored through PMA scores, Achieve 3000 scores, iReady scores, LiveSchool points, and school climate surveys.
Person responsible for monitoring outcome:	Kenneth Fraley (fraleyjrk@duvalschools.org)
Evidence-based Strategy:	Teachers will designate time each day for social and emotional learning, implement Calm Classroom, emphasize our Guidelines for Success and monthly character traits, implement Wellness Wednesday lessons, and work closely with our school guidance counselor to meet all students' needs.
Rationale for Evidence-based Strategy:	Our district places a strong emphasis on mental health and social and emotional learning, as there is a strong connection between students' health and academic performance.

Action Steps to Implement

Teachers will designate time for social emotional learning

Person Responsible Shannon Rose-Hamann (roses1@duvalschools.org)

Teachers will be trained in Calm Classroom and will implement the program.

Person Responsible Kenneth Fraley (fraleyjrk@duvalschools.org)

Teachers will provide time and opportunities for children to develop strong, positive relationships with adults and peers.

Person Responsible Kenneth Fraley (fraleyjrk@duvalschools.org)

Our school guidance counselor will teach character lessons to each class, and students exhibiting those character traits (students of the month) will be honored during Friday Flag Raisings.

Person Responsible Cassandra Carter (carterc7@duvalschools.org)

Faculty and staff will mentor the students in the lowest performing quartile as well as students who could benefit from an adult mentor.

Person Responsible Cassandra Carter (carterc7@duvalschools.org)

We will recognize and celebrate students during our monthly Friday Flag Raising Ceremonies (student birthdays, character awards, bus safety awards, attendance awards, art and music awards, etc.)

Person Responsible Shannon Rose-Hamann (roses1@duvalschools.org)

We will implement Ortega Outreach in the Courtney Manor Apartment Complex in order to build positive relationships with students on Saturdays throughout the year.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.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.

The school leadership team will plan to implement the following:

- Daily remediation block for students in the lowest performing quartile
- Daily small group differentiated instruction in ELA for grades 3-5
- Quarterly meetings with business partners and faith-based partners
- Aceltics implementation and professional development
- Reading Mastery implementation and professional development

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.

Ortega Elementary is a Museum Studies Magnet, which means that we partner with area museums to give our students a hands-on, mind-on learning experience. All students visit at least one museum during the school year, and twice per year we transform our school into a museum and invite parents, families, and other community stakeholders to visit. In addition to our Museum Exhibit Nights, we host several family involvement events including Pastries with Parents, Literacy Night, One School One Book, Math and Science Night, Orientation, Open house, and conferences.

This year we plan to have regular coffee chat meetings with our ESOL families. Furthermore, we hold a "First Friday Flag Raising" each month which gives us an opportunity to come together and celebrate as a community. We recognize all students/ birthdays, celebrate students who are exhibiting our character trait of the month, celebrate bus safety, and distribute various awards during our flag raising ceremonies. We also have an active SAC and PTA to help support our school improvement initiatives and meet students' needs. Our parent liaison works hard to build and maintain strong, positive relationships with our families as well as our business, community, and faith based partners.

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

The school administrators will promote a positive culture and environment at the school by being positive role models for the faculty, staff, students, parents, and other community members, and planning monthly teacher recognition or rewards to boost staff morale.

The school leadership team members will promote a positive culture and environment at the school by being positive role models for the faculty, staff, students, parents, and other community members, analyzing our 5 Essentials Data, and creating a plan for maintaining/improving our culture, climate and environment.

The teachers and staff members will promote a positive culture and environment at the school by being positive role models, establishing strong relationships with students, embracing the school theme, utilizing LiveSchool for student incentives, utilizing Dojo to establish strong communication, and participating in events outside of school. Furthermore, all faculty and staff members will participate in at least one school committee (Sunshine, PBIS, or Museum) to maintain/improve school culture.

The PTA will promote a positive school culture and environment at the school by working with the school and community leaders to make the school a positive culture and environment, participating in school events, planning Teacher Appreciation Week, and holding fundraisers to support our students.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
Total:			\$0.00