

Duval County Public Schools

# Northwestern Legends Elementary



2021-22 Schoolwide Improvement Plan

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# Northwestern Legends Elementary

2100 W 45TH ST, Jacksonville, FL 32209

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

## Demographics

**Principal: Kimberly Brown**

Start Date for this Principal: 6/29/2015

<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>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: B (54%) 2017-18: D (36%) 2016-17: C (44%)
<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>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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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# Northwestern Legends Elementary

2100 W 45TH ST, Jacksonville, FL 32209

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2020-21 Title I School</b>	<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

## School Grades History

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

## School Board Approval

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## SIP Authority

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<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.**

The mission of Northwestern Legends Elementary is to provide educational excellence in every classroom for every student, every day.

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

The vision of Northwestern Legends Elementary is to promote academic excellence and social responsibility.

Students will be fully engaged and will take ownership of their learning as they work on appropriately rigorous content that prepares them for success in college and in the workforce.

### 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
Polydore, Lawanda	Principal	<p>The Principal will:</p> <ul style="list-style-type: none"> <li>Understand and lead the school systems and it's organization</li> <li>Understand and apply laws, rules, policies and procedures</li> <li>Understand and lead current educational trends and research</li> <li>Understand personnel evalatuion protocol and other personnel procedures</li> <li>Apply skills to work cooperatively with personnel at all levels of the organization</li> <li>Apply skills in personnel management and supervision techniques</li> <li>Plan, organize and manage multiple tasks and completing priorities</li> <li>Employ the continuous improvement process for problem solving and managing change</li> <li>Analyze, interpret, and use data in decision making</li> <li>Prepare and manage assigned budget and allocated resources</li> <li>Communicate effectively orally and in writing</li> <li>Supervise and support leadership development in others at all levels of the organziation</li> <li>Counsel individuals relative to leadership opportunities and career options</li> <li>Build human captial</li> <li>Effectively maintain a positive culture and climate utilizing 5 essentials data</li> </ul>

Seals, Katreci	Assistant Principal	<p>The Assistant Principal will:</p> <ul style="list-style-type: none"> <li>Understand and lead the school systems and it's organization</li> <li>Understand and apply laws, rules, policies and procedures</li> <li>Understand and lead current educational trends and research</li> <li>Understand personnel evalatuion protocol and other personnel procedures</li> <li>Apply skills to work cooperatively with personnel at all levels of the organization</li> <li>Apply skills in personnel management and supervision techniques</li> <li>Plan, organize and manage multiple tasks and completing priorities</li> <li>Employ the continuous improvement process for problem solving and managing change</li> <li>Analyze, interpret, and use data in decision making</li> <li>Prepare and manage assigned budget and allocated resources</li> <li>Communicate effectively orally and in writing</li> <li>Supervise and support leadership development in others at all levels of the organziation</li> <li>Counsel individuals relative to leadership opportunities and career options</li> <li>Build human captial</li> <li>Effectively maintain a positive culture and climate utilizing 5 essentials data</li> </ul>
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**Demographic Information**

**Principal start date**

Monday 6/29/2015, Kimberly Brown

**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**

42

**Total number of students enrolled at the school**

647

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

9

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

25

**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	51	60	59	61	41	62	0	0	0	0	0	0	0	334
Attendance below 90 percent	17	20	15	27	14	19	0	0	0	0	0	0	0	112
One or more suspensions	3	4	6	2	0	3	0	0	0	0	0	0	0	18
Course failure in ELA	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA ELA assessment	34	52	52	45	13	29	0	0	0	0	0	0	0	225
Level 1 on 2019 statewide FSA Math assessment	38	54	51	48	7	18	0	0	0	0	0	0	0	216
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	33	52	47	46	9	24	0	0	0	0	0	0	0	211

**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	3	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	3	1	1	0	0	0	0	0	0	0	5

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

Thursday 6/17/2021

**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	51	60	64	61	41	62	0	0	0	0	0	0	0	339
Attendance below 90 percent	15	16	9	20	12	16	0	0	0	0	0	0	0	88
One or more suspensions	3	5	5	1	0	5	0	0	0	0	0	0	0	19
Course failure in ELA	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	11	25	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	15	0	0	0	0	0	0	0	19

**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	2	1	4	2	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	1	1	4	1	0	0	0	0	0	0	0	0	7

**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	51	60	64	61	41	62	0	0	0	0	0	0	0	339
Attendance below 90 percent	15	16	9	20	12	16	0	0	0	0	0	0	0	88
One or more suspensions	3	5	5	1	0	5	0	0	0	0	0	0	0	19
Course failure in ELA	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	11	25	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	15	0	0	0	0	0	0	0	19

**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	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	2	1	4	2	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	1	1	4	1	0	0	0	0	0	0	0	0	7

**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				34%	50%	57%	21%	50%	56%
ELA Learning Gains				62%	56%	58%	38%	51%	55%
ELA Lowest 25th Percentile				63%	50%	53%	38%	46%	48%
Math Achievement				61%	62%	63%	41%	61%	62%
Math Learning Gains				69%	63%	62%	51%	59%	59%
Math Lowest 25th Percentile				67%	52%	51%	43%	48%	47%
Science Achievement				25%	48%	53%	23%	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	30%	51%	-21%	58%	-28%
Cohort Comparison						
04	2021					
	2019	28%	52%	-24%	58%	-30%
Cohort Comparison		-30%				
05	2021					
	2019	41%	50%	-9%	56%	-15%
Cohort Comparison		-28%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	70%	61%	9%	62%	8%
Cohort Comparison						
04	2021					
	2019	50%	64%	-14%	64%	-14%
Cohort Comparison		-70%				
05	2021					
	2019	57%	57%	0%	60%	-3%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	23%	49%	-26%	53%	-30%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

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

I-Ready Data, Progress Monitoring Assessment (PMA)

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	8/14%	14/21%	32/35%
	Economically Disadvantaged	7/13%	11/18%	27/33%
	Students With Disabilities	0/0%	0/0%	2/29%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3/5%	13/19%	31/34%
	Economically Disadvantaged	3/6%	9/15%	28/35%
	Students With Disabilities	0/0%	0/0%	2/25%
	English Language Learners	0/0%	0/0%	0/0%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	4/6%	17/21%	36/31%
	Economically Disadvantaged	4/6%	13/18%	31/31%
	Students With Disabilities	0/0%	2/13%	3/16%
	English Language Learners	0/0%	0/0%	1/100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5/7%	14/18%	31/26%
	Economically Disadvantaged	5/8%	10/15%	27/27%
	Students With Disabilities	1/10%	2/15%	6/32%
	English Language Learners	0/0%	0/0%	1/100%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	7/12%	5/8%	5/5%
	Economically Disadvantaged	7/13%	4/7%	5/6%
	Students With Disabilities	1/11%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6/11%	6/10%	11/12%
	Economically Disadvantaged	6/12%	6/11%	11/12%
	Students With Disabilities	0/0%	1/11%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5/9%	13/19%	20/20%
	Economically Disadvantaged	4/8%	11/20%	20/21%
	Students With Disabilities	1/13%	3/30%	5.28%
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11/31%	2/5%	16/24%
	Economically Disadvantaged	9/28%	2/6%	14/25%
	Students With Disabilities	1/11%	1/9%	2/14%
	English Language Learners	n/a	n/a	n/a

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11/31%	2/5%	16/24%
	Economically Disadvantaged	9/28%	2/6%	14/25%
	Students With Disabilities	1/11%	1/9%	2/14%
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6/17%	4/10%	9/14%
	Economically Disadvantaged	4/13%	3/8%	6/11%
	Students With Disabilities	1/11%	0/0%	1/7%
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	13/36%	4/10%	5/10%
	Economically Disadvantaged	11/34%	4/11%	4/9%
	Students With Disabilities	4/44%	2/17%	0/0%
	English Language Learners	n/a	n/a	n/a

**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	40			38							
BLK	18	26		23	17		11				
FRL	20	27		22	14		12				
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	13	67	75	57	73	80					
BLK	34	63	63	62	71	67	24				
FRL	33	62	63	61	68	67	22				

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		18		10	29						
BLK	21	38	38	40	50	43	22				
FRL	21	38	38	41	51	43	23				

**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	20
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	98
Total Components for the Federal Index	5
Percent Tested	91%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	19
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	19
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?**



In the 2020-2021 our school had 11% of the students proficient in science. The contributing factors are the lack of science labs effectively completed during the school day. Also, students began the year with a deficiency in science vocabulary and background skills in order to consistently make gains. Students continue to have a lack of interest in science curriculum which correlates with ELA data with a 19% achievement level.

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

In the 2020-2021 our school had 11% of the students proficient in science. The contributing factors are the lack of science labs effectively completed during the school day. Also, students began the year with a deficiency in science vocabulary and background skills in order to consistently make gains. Students continue to have a lack of interest in science curriculum which correlates with ELA data with a 19% achievement level.

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

Based on the data Science and ELA will need to be a school wide focus. Actions that will be taken to address this need for improvement are the following: Focused professional development for teachers and support from the Reading Coach, Common Planning- Unpacking the Standards, standards based instruction and focus on differentiated small groups using Reading Mastery, Corrective Reading and ACALETICS, tutoring, and consistent monitoring of student performance using student prescriptions, data chats and progress monitoring tools.

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

According to the 2018-2019, ELA Learning Gains and Math Lowest 25% Percentile showed the most improvement. ELA learning Gains went from 38% in 2018 to 62% in 2019. Math Lowest 25% Percentile went from 43% in 2018 to 67% in 2019. The actions our school took this year was intentional focus on standards based instruction in both ELA and Math, differentiated ELA and Math support for every student, and planning every week with the end in mind. The use of supplemental curriculum such as Reading Mastery, Corrective Reading and ACALETICS all played a major part with student success

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

The actions our school took this year was intentional focus on standards based instruction in both ELA and Math, differentiated ELA and Math support for every student, and planning every week with the end in mind. The use of supplemental curriculum such as Reading Mastery, Corrective Reading and ACALETICS all played a major part with student success

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

Continued focus on standards based instruction in ELA, Science and Math, differentiated ELA and Math support for every student, and planning every week with the end in mind. The use of supplemental curriculum such as Reading Mastery, Corrective Reading and ACALETICS all played a major part with student success. The use of science labs throughout the week.

**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.**

Professional development opportunities will be continued practice with the Learning Arc and unpacking the standards, weekly common planning and PLC's; assessment and accountability workshops on collecting and analyzing data to drive instruction

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

Teacher coaching cycles, collaboration of ideas amongst colleagues, district training opportunities

## Part III: Planning for Improvement

**Areas of Focus:**

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Reading proficiency is a critical component of student success. All stakeholder's have identified reading is an area of focus for our school. During the 2020-2021 school year our school focused on standard-based instruction during Common planning and PLC. We will focus on standards aligned instruction for 3rd-5th grade students in reading. The proficiency in reading achievement is 19%, reading gains of 28%.

**Measurable Outcome:** Our SMART Goal for reading is to increase the 3rd-5th grade students' reading proficiency from 34% (2019) and 19% (2020) to 40% on the 2021-2022 Florida State Assessment.

**Monitoring:** Monitoring- Continuous Improvement Model- By approaching change in small, incremental steps, the continuous improvement model reduces the fear factor and increases speed to improvement. When following this principle, the organization does not need to wait for a strategic shift or a new product release to begin to advance. Plan, Do, Check and Act. Discussed and evaluated at Core Leadership Meetings.

**Person responsible for monitoring outcome:** Lawanda Polydore (polydorel@duvalschools.org)

**Evidence-based Strategy:** According to Dufour 2018, " Intensive study of 24 schools (8 elementary, 8 middle, and 8 high schools) to reaffirm that schools operating as PLCs had a significant impact on both the classroom practice of teachers and student achievement". Teachers will be engaged in weekly PLC or Common Planning meetings that focus on standards-based learning groups that will analyze student work and performance using the student work protocol. Teachers will engage in a reflective practice process where they will participate in walk-through of each others rooms and provide feedback to each other on a monthly basis. All paraprofessionals, tutors and the reading interventionist will provide reading instruction using standards and/or DI materials. Students will also connect Reading with social studies through real-world experiences via field trips. The Parent Liaison will work with parents training them on specific reading strategies to use at home, and also organize parent/student celebrations as students reach milestones in reading and science through monthly awards programs.

**Rationale for Evidence-based Strategy:** Strategy: This strategy has worked effectively with teaching new teachers how to analyze student work compared to standards. This protocol also assist with provide effective feedback to student to help students master standards. The strategies require charts, markers, and copies of student work. Field trips create a bridge that assists with closing the gap between learning information and connecting it to themselves and the world around them.

**Action Steps to Implement**

1. Daily Standards-based Walk-through Tool- Create Calendars for A, B, and C
  - A. Common Planning to launch weekly meetings with each grade level
  - B. Bi-Weekly Professional Learning Communities to acquire new knowledge about standards mastery
  - C. Peer Collaboration

**Person Responsible** Lawanda Polydore (polydorel@duvalschools.org)

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

**Area of Focus Description and Rationale:** Reading proficiency is a critical component of student success. All stakeholder's have identified reading is an area of focus for our school. During the 2020-2021 school year our school focused on standard-based instruction during Common planning and PLC. The Reading Coach will conduct weekly common planning with instructional staff to ensure all standards are being taught, on grade level to prepare students for state assessments. We will focus on standards aligned instruction for 3rd-5th grade students in reading. The Reading Coach will also distribute and provide curriculum to teaches along with coaching cycles that includes modeling the lesson and observations/providing teacher feedback. This coach will also monitor and creating reading intervention groups school-wide (Reading Mastery, Corrective Reading)

**Measurable Outcome:** Our SMART Goal for reading is to increase the 3rd-5th grade students' reading proficiency from 34% (2019) and 19% (2020) to 40% on the 2021-2022 Florida State Assessment.

**Monitoring:** Monitoring- Continuous Improvement Model- By approaching change in small, incremental steps, the continuous improvement model reduces the fear factor and increases speed to improvement. When following this principle, the organization does not need to wait for a strategic shift or a new product release to begin to advance. Plan, Do, Check and Act. Discussed and evaluated at Core Leadership Meetings. Monitor that common planning is occurring each week along with an agenda, minutes, and follow-up.

**Person responsible for monitoring outcome:** Lawanda Polydore (polydorel@duvalschools.org)

**Evidence-based Strategy:** According to Dufour 2018, " Intensive study of 24 schools (8 elementary, 8 middle, and 8 high schools) to reaffirm that schools operating as PLCs had a significant impact on both the classroom practice of teachers and student achievement". Teachers will be engaged in weekly PLC or Common Planning meetings that focus on standards-based learning groups that will analyze student work and performance using the student work protocol. The Reading Coach will facilitate these weekly meetings. Teachers will engage in a reflective practice process where they will participate in walk-through of each others rooms and provide feedback to each other on a monthly basis. All paraprofessionals, tutors and the reading interventionist will provide reading instruction using standards and/or DI materials which the Reading Coach will provide placement testing and faciliation of reading groups school-wide.

**Rationale for Evidence-based Strategy:** With weekly common planning conducted by the Reading Coach, novice and veteran teachers learn how analyze student work compared to standards and Learning Arc. This protocol also assist with providing effective feedback to students to help students master standards and increase achievement levels. The strategies require charts, markers, and copies of student work. The Reading Coach will unpack the standards with techers using the Learning Arc protocol framework.

**Action Steps to Implement**

1. Daily Standards-based Walk-through Tool- Create Calendars for A, B, and C
  - A. Common Planning to launch weekly meetings with each grade level
  - B. Bi-Weekly Professional Learning Communities to acquire new knowledge about standards mastery
  - C. Monitoring of reading interventions (Reading Mastery, Corrective Reading)

**Person Responsible** Lawanda Polydore (polydorel@duvalschools.org)

**#3. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**

We can not emphasize enough that reading proficiency is a critical component of student success. All stakeholder's have identified reading is an area of focus for our school. During the 2020-2021 school year our school focused on standard-based instruction, but student motivation and engagement is vital in achieving increased academic achievement. Not only does our school media specialist provide reading resources for students to use at home, but standards based instruction as well as provide incentives for students who reach their academic goals. "Students who take ownership of their learning have a sense of self-efficacy and are able to deeply engage in learning activities" (<https://www.edutopia.org>) . The media specialist plays an important role in students who taking responsibility for their on learning and become personally invested in their schooling and committed to understanding school work which ultimately increases student academic achievement significantly.

**Measurable Outcome:**

Our SMART Goal for reading is to increase the 3rd-5th grade students' reading proficiency from 34% (2019) and 19% (2020) to 40% on the 2021-2022 Florida State Assessment.

**Monitoring:**

Monitoring- Continuous Improvement Model- By approaching change in small, incremental steps, the continuous improvement model reduces the fear factor and increases speed to improvement. When following this principle, the organization does not need to wait for a strategic shift or a new product release to begin to advance. Plan, Do, Check and Act. Discussed and evaluated at Core Leadership Meetings. Monitor that the Media Specialist is pushing into classrooms once on week on non-resource days, standards based instruction aligned with core teacher plans are conducted and student recognition of academic achievement is taking place.

**Person responsible for monitoring outcome:**

Katrece Seals ([johnsonk12@duvalschools.org](mailto:johnsonk12@duvalschools.org))

**Evidence-based Strategy:**

With daily standards based instruction with all grade levels throughout the week along with weekly push-in instruction of small groups, the Media Specialist is vital to student mastery of standards and increased achievement levels. According to The Glossary of Education Reform, student engagement “refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.”

**Rationale for Evidence-based Strategy:**

According to The Glossary of Education Reform, student engagement “refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.” Much progress has been made toward a greater understanding of student engagement and its role in promoting a host of desirable outcomes, including academic outcomes such as higher achievement and reduced dropout, as well as various well-being and life outcomes. Nonetheless, disengagement in our schools is widespread. The Media Specialist will be able to compensate and assist with closing this gap.

**Action Steps to Implement**

1. Standards-based Walk-through tool
2. Formal and informal observations
3. Collaboration with core teachers of effectiveness during common and plc's
4. Planning, coordinating of student incentive events

**Person Responsible** Katrece Seals (johnsonk12@duvalschools.org)

### 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.

**For the 2019-2020 school year based on Safe Schools for Alex report Northwestern ranked 437 out of 1,395 schools statewide and 24 out of 97 in the county with "low" incident ranking. We will continue to follow a school-wide behavior flow chart to assist with school culture and number of referrals. This is also why the Intervention Representative is needed here at Northwestern Legends to assist with coaching cycles with teachers for behavior management and to support students with restorative justice practices, adult led mediation, and coping strategies for emotional and behavioral control. This person will also be part of PBIS team (positive behavior intervention and support systems) to assist school-wide systems including behavioral expectations and positive behavior incentives. This person helps support a safe morning arrival and dismissal systems along with supervision of students in common areas and classrooms. They will also put interventions in place for our tier 3 students who are repeat offenders that drive up referral data.**

### 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.

Northwestern Legends Elementary will continue to use 5 Essentials strategies to involve parents and stakeholder's in all aspects of its Title I programs which includes economically disadvantaged, disabled, limited literacy, and African-American. The School Advisory Council participates in the development, implementation, and evaluation of school level plans that include the School Improvement Plan and Parent Involvement Plan. Over 50% of the SAC members are non-employees. All parents are given the opportunity to review all plans and offer suggestions prior to approval. Our goal is to increase participation by having all meetings on the same day at different times to give all an opportunity to attend. Parent survey results are reviewed by SAC and parent involvement members to determine necessary changes. All students will receive Parent agendas. These agendas will be used to communicate with parents and maintain a daily line of communication.



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

Northwestern Legends will continue to use 5 Essentials strategies to involve parents and stakeholder's in all aspects of its Title I programs which includes economically disadvantaged, disabled, limited literacy, and African-American. The School Advisory Council participates in the development, implementation, and evaluation of school level plans that include the School Improvement Plan and Parent Involvement Plan. Over 50% of the SAC members are non-employees. All parents are given the opportunity to review all plans and offer suggestions prior to approval. Our goal in to increase participation by having all meetings on the same evening. Parent survey results are reviewed by SAC and parent involvement members to determine necessary changes. All students will receive Parent agendas. These agendas will be used to communicate with parents and maintain a daily line of communication.

**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: Leadership: Instructional Leadership Team	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
<b>Total:</b>			<b>\$0.00</b>