San Jose Elementary School

2021-22 Schoolwide Improvement Plan

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San Jose Elementary School

5805 SAINT AUGUSTINE RD, Jacksonville, FL 32207

http://www.duvalschools.org/sanjose

Demographics

Principal: Jasmin Gomez E   Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-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* Asian Students Black/African American Students Hispanic Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (48%) 2017-18: C (50%) 2016-17: C (45%)
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.](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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5805 SAINT AUGUSTINE RD, Jacksonville, FL 32207

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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 PK-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	89%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At San Jose Elementary, we will empower students to become lifelong learners and responsible citizens.

Provide the school's vision statement.

At San Jose Elementary, we believe that all children can learn. No children will be left behind. No exceptions. No excuses.

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
Gomez, Jasmin	Principal	• Practice shared leadership • Set high goals for quality instruction • Maintain mutually trusting and respectful relationships • Support professional advancement for faculty and staff • Manage resources for sustained program improvement
Cousins, Brianna	Assistant Principal	• Practice shared leadership • Set high goals for quality instruction • Maintain mutually trusting and respectful relationships • Support professional advancement for faculty and staff • Manage resources for sustained program improvement
Crespo, Jennifer	Reading Coach	facilitate common planning sessions provide professional development to teachers conduct coaching cycles/feedback sessions with teachers collect student performance data to assist teachers with designing corrective instruction
Geoghagan, Rebecca	Math Coach	facilitate common planning sessions provide professional development to teachers conduct coaching cycles/feedback sessions with teachers collect student performance data to assist teachers with designing corrective instruction

Demographic Information

Principal start date
Wednesday 7/1/2020, Jasmin Gomez E

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.*

3

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.*

35

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

733

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.

11

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	107	125	123	129	112	143	0	0	0	0	0	0	0	739
Attendance below 90 percent	1	50	41	43	41	46	0	0	0	0	0	0	0	222
One or more suspensions	0	5	0	2	2	2	0	0	0	0	0	0	0	11
Course failure in ELA	1	0	5	1	1	2	0	0	0	0	0	0	0	10
Course failure in Math	0	0	4	1	2	2	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	1	35	80	79	49	116	0	0	0	0	0	0	0	360
Level 1 on 2019 statewide FSA Math assessment	1	52	77	68	62	89	0	0	0	0	0	0	0	349
Number of students with a substantial reading deficiency	1	35	80	79	49	116	0	0	0	0	0	0	0	360

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	49	74	71	58	89	0	0	0	0	0	0	0	342

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	1	0	6	3	23	0	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	0	1	2	0	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Sunday 8/1/2021

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	118	115	142	110	119	109	0	0	0	0	0	0	0	713
Attendance below 90 percent	22	29	3	20	14	24	0	0	0	0	0	0	0	112
One or more suspensions	1	1	4	0	5	2	0	0	0	0	0	0	0	13
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 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	1	3	5	2	0	0	0	0	0	0	0	0	12

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	118	115	142	110	119	109	0	0	0	0	0	0	0	713
Attendance below 90 percent	22	29	3	20	14	24	0	0	0	0	0	0	0	112
One or more suspensions	1	1	4	0	5	2	0	0	0	0	0	0	0	13
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 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	1	3	5	2	0	0	0	0	0	0	0	0	12

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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				37%	50%	57%	36%	50%	56%
ELA Learning Gains				51%	56%	58%	51%	51%	55%
ELA Lowest 25th Percentile				47%	50%	53%	51%	46%	48%
Math Achievement				48%	62%	63%	55%	61%	62%
Math Learning Gains				62%	63%	62%	62%	59%	59%
Math Lowest 25th Percentile				57%	52%	51%	52%	48%	47%
Science Achievement				34%	48%	53%	46%	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	29%	51%	-22%	58%	-29%
Cohort Comparison						
04	2021					
	2019	44%	52%	-8%	58%	-14%
Cohort Comparison		-29%				
05	2021					
	2019	30%	50%	-20%	56%	-26%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	41%	61%	-20%	62%	-21%
Cohort Comparison						
04	2021					
	2019	57%	64%	-7%	64%	-7%
Cohort Comparison		-41%				
05	2021					
	2019	38%	57%	-19%	60%	-22%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	29%	49%	-20%	53%	-24%
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 Reading, iReady Math, quarterly PMA

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	44/33%	72/58%	115/69%
	Economically Disadvantaged	36/37%	57/63%	84/72%
	Students With Disabilities	3/50%	2/33%	4/44%
	English Language Learners	4/29%	9/20%	19/39%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26/20%	51/41%	90/54%
	Economically Disadvantaged	24/25%	44/48%	67/57%
	Students With Disabilities	1/17%	2/29%	3/33%
	English Language Learners	4/9%	6/13%	16/33%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	23/15%	38/28%	53/37%
	Economically Disadvantaged	15/16%	27/33%	34/40%
	Students With Disabilities	1/7%	1/8%	1/8%
	English Language Learners	2/3%	8/12%	17/25%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14/9%	32/24%	71/50%
	Economically Disadvantaged	10/11%	20/25%	45/53%
	Students With Disabilities	2/13%	2/17%	3/25%
	English Language Learners	2/3%	10/15%	32/48%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29/26%	32/29%	36/32%
	Economically Disadvantaged	25/32%	28/36%	28/36%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	4/7%	5/9%	10/17%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34/30%	42/38%	46/42%
	Economically Disadvantaged	27/34%	34/43%	36/48%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	14/25%	17/30%	20/34%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25/22%	26/24%	25/23%
	Economically Disadvantaged	21/25%	23/30%	21/27%
	Students With Disabilities	1/11%	0/0%	0/0%
	English Language Learners	5/8%	7/12%	7/10%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31/26%	29/25%	36/32%
	Economically Disadvantaged	27/32%	23/28%	29/37%
	Students With Disabilities	0/0%	1/11%	1/13%
	English Language Learners	8/12%	9/14%	13/19%

Grade 5				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	33/30%	27/27%	36/34%
	Economically Disadvantaged	21/28%	18/27%	23/33%
	Students With Disabilities	1/7%	0/0%	0/0%
	English Language Learners	6/13%	4/9%	8/17%
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	31/28%	24/22%	29/28%
	Economically Disadvantaged	21/28%	14/20%	19/28%
	Students With Disabilities	2/13%	1/8%	1/7%
	English Language Learners	8/18%	7/15%	9/19%
Science	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	27/25%	38/35%	28/26%
	Economically Disadvantaged	19/26%	26/36%	17/25%
	Students With Disabilities	2/13%	2/14%	1/7%
	English Language Learners	7/17%	10/21%	10/21%

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	4	47		12	13						
ELL	23	34	38	39	63	56	22				
ASN	49	53		63	76		53				
BLK	29	40	36	24	22	30	9				
HSP	28	34	45	38	54	55	15				
WHT	38			40							
FRL	34	37	39	39	39	40	14				
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	12	41	42	21	60	62	18				
ELL	29	47	43	47	65	58	24				
ASN	43	57		57	72		21				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	26	32	33	38	53	58	25				
HSP	38	56	50	53	64	62	39				
MUL	50			50							
WHT	45	62		40	55		47				
FRL	33	47	38	43	61	60	28				
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	23	52	50	30	50	40	36				
ELL	25	52	48	52	60	58	35				
ASN	32	62	70	53	59						
BLK	25	34	30	41	55	43	35				
HSP	34	54	43	60	68	62	50				
MUL	50			64							
WHT	58	63		59	55	40	64				
FRL	34	49	49	53	61	50	43				

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	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	298
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	16
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	40

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	58
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	28
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	39
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	
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	49
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	36
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?

will complete once the data loads in ESSA Data Review for 2020-2021

Currently the data displayed is for 2018-2019
The SWD subgroup showed the lowest performance in 2019 for both reading and math proficiency. Our SWD subgroup has consistently been a low performing group. One concern is the mobility of our SWD population. This subgroup is constantly gaining new members that move into our school and losing students that are moving out of the area. The lack of stability contributes to the group's low performance. A second concern is the teachers' knowledge of a variety of interventions. Both ESE teachers attended training on a variety of strategies to help build their toolbox of interventions. ESE students also received targeted support through the Corrective Reading intervention program and implementation of Acaletics for math support.

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

The greatest decline in 2019 was reading and math proficiency for our white subgroup. Many small group interventions were targeted to LPQ students and did not effectively support students that were previously proficient or moving towards proficiency. ELL students also received additional interventions in reading provided by ESOL paraprofessional support. To address this decline, all students in K-2 will receive direct instruction in reading through the Reading Mastery program. Students in 3-5 will also receive targeted support through the Corrective Reading program. ELL newcomers will receive support through the Language for Learners program. For math, students in K-1 will receive additional support through differentiated math centers. Grades 2 -5 will receive direct support through the Acaletics program.

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

The FSA Reading proficiency data for 3rd grade students is 29% below the state average. Curriculum changes over the past few years resulted in this group of students not receiving primary phonic instruction which attributed to this increased gap in reading proficiency. This group of students is compromised of 48% ELL Learners which has also attributed to the lower reading proficiency. Another factor is that 13% of this group are students with disabilities. Corrective Reading and Language for Learners was implemented to address this gap.

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

4th Grade reading proficiency showed the most improvement. 4th grade Reading proficiency improved by 15% compared to the 2018 data. Work during common planning to focus on the item specifications and the depth of the standard helped to align instruction. Achieve 3000 and I-ready Reading were monitored closely, and AP worked with teachers to identify target students and have data chats to focus small group instruction. Top score writing was incorporated as a part of the curriculum to help support reading and writing skills. Corrective Reading was also used throughout the fourth grade to target areas of growth and further improve student reading skills

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

Being a school in the lowest 300 in the state, our largest area of concern is the number of students scoring a level 1 on FSA Reading. To address this concern, we have implemented a school-wide reading intervention program. Students in grades K-2 receive targeted support through the Reading Mastery intervention program. Students in grades 3-5 receive targeted support through the Corrective Reading program. ELL newcomer students in grades K-5 receive support through the Language for Learners program. Reading Interventionists and Reading Coach support the implementation of the direct instruction program as well as leading additional groups to ensure small group size.

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

Targeted small group instruction
Best practices for student engagement in the classroom
Additional PD to share best practice
Empowering students to take ownership of their learning through accountability tools and data chats

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 on the following topics:
MTSS/RtI to provide targeted supports in small group
Corrective Reading and Reading Mastery - DI intervention program
Standards Based Centers
Collaborative Strategies

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

90 minute common planning sessions with teachers
Faculty Meetings and ERT focused on standards based instruction

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	5 Essentials Goal- Increase Teacher Collaboration: teacher to teacher trust, collaborative practices, and collective responsibility with addressing equity needs at SJE. Increase performance of black students and ESE students. Increase performance of ELL students. In schools with strong Collaborative Teachers, all teachers collaborate to promote professional growth. In such schools, teachers are: • active partners in school improvement (improving equity and ESSA data), • committed to the school, and • focused on professional development.
Measurable Outcome:	• If I… acknowledge teacher strengths and capacities… • Then… I can identify teacher leaders to facilitate team building, peer observations, mentoring and coaching conversations… • So that… teachers serve as leaders, mentors, and coaches. • And ultimately… improve teacher trust and collaboration at San Jose Elementary to ensure an equitable education for all students.
Monitoring:	5 Essentials data Early Warning Systems Assessment Data
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	San Jose Elementary teachers work collaboratively and collectively to engage in ongoing improvement of teaching and learning to ensure all students receive an equitable education.
Rationale for Evidence-based Strategy:	Increase student achievement for all students. Resources to be used are access to technology (interactive monitors) to enhance the learning experience in the classrooms, field experiences for students to apply their learning, training on GLAD strategies that require lots of visuals to assist our struggling learners (the poster maker will be used to produce anchor charts, print large graphic organizers, etc.).

Action Steps to Implement

Allot time during faculty meetings and common planning for teachers to facilitate activities that strengthen staff relationships and team building to foster trust with sharing best practices.
Allot time for teachers to share best practices that involve how teachers communicate the standard language to students, engage students in group work, provide visuals, engage in small group instruction, engage in data chats, etc.

Person Responsible	Jasmin Gomez (esparzaj@duvalschools.org)

Prioritize providing opportunities for peer observations, mentoring, and coaching conversations to increase academic performance of Black and ESE students.

Person Responsible	Jasmin Gomez (esparzaj@duvalschools.org)

Allot time to provide trainings on increasing student engagement that involve whole brain teaching strategies and group work. Prioritize providing professional development opportunities to teachers on student engagement to boost student performance by appealing to a variety of learning modalities. One of

the resources purchased through Title 1 is the poster maker. This will ensure teachers have access to generating large anchor charts to post around their room.

Person Responsible Jasmin Gomez (esparzaj@duvalschools.org)

Provide students with the necessary school supplies to ensure all students have access to the necessary materials to participate in the lesson. Funding from Title 1 will be used to purchase additional supplies.

Person Responsible [no one identified]

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

Area of Focus Description and Rationale:	Based on data, more than half of students are performing below proficiency in all core subjects (ELA/Math/Science) and in need of targeted standards based instruction.
Measurable Outcome:	If teachers increase the use of standards aligned tasks, then student proficiency will increase by in math, reading and science.
Monitoring:	assessment data from multiple platforms (PMA, iReady, STAR Freckle, Acaletics, Achieve 3000), walkthrough data, CAST data, 5 Essentials, surveys
Person responsible for monitoring outcome:	Jasmin Gomez (esparzaj@duvalschools.org)
Evidence-based Strategy:	San Jose Elementary will commit to generating standards aligned tasks by engaging in unpacking standards, item specifications and achievement level descriptors (ALDs). Evidence will include the Standards Based Walkthrough Tool data, student work, etc.
Rationale for Evidence-based Strategy:	Standards-based aligned student tasks will lead to an increase of academic profiency in all content areas.

Action Steps to Implement

Action Step #1- Admin and instructional coaches will meet with each grade level team weekly during collaborative planning time to plan standards based aligned student tasks.
1. Admin and coaches will plan and facilitate weekly common planning sessions among grade level teams.
2. Admin and coaches will provide a plethora of research-based resources for teachers to generate aligned student tasks.
3. Admin, instructional coaches, Math Interventionist and Reading Interventionists will collaborate with teachers to develop aligned student tasks.
4. Admin, instructional coaches, Math Interventionist and Reading Interventionists will provide intensive support to students far below grade level through targeted intervention support coupled with standards based small group instruction. This is an opportunity for admin, instrutional coaches, Math Interventionist and Reading Interventionists to model small group instruction for teachers using aligned student tasks.

Person Responsible	Jasmin Gomez (esparzaj@duvalschools.org)

Strategy #2 Action Steps: #2- Admin and instructional coaches will conduct instructional rounds using the Standards Based Walkthrough tool to calibrate within the first month of school. Following months, leadership team will conduct bi-monthly walkthroughs to assess aligned student tasks.
1. Admin and instructional coaches will conduct weekly walkthroughs to follow through with goals from common planning and monitor aligned student tasks.
2. Admin and instructional coaches will utilize the Standards Based Walkthrough tool.
3. Admin and instructional coaches will provide consistent feedback to teachers on delivering effective standards based instruction and the use of aligned student tasks.

Person Responsible	Jasmin Gomez (esparzaj@duvalschools.org)

Strategy #3 Action Steps: Admin and instructional coaches will lead standards based instruction trainings, common planning sessions and facilitate data chats to implement aligned student tasks.
1. Provide professional development opportunities for teachers gather a variety of data sources and making data informed decisions when grouping students.

2. Provide professional development opportunities for teachers for developing reading, math and science aligned student tasks.
3. Provide professional development on the utilization of additional instructional resources and technology resources to provide differentiated aligned student tasks.

Person Responsible   Jasmin Gomez (esparzaj@duvalschools.org)

Strategy #4 Action Steps- #4- Admin and instructional coaches will provide opportunities during the school day for teachers to observe each other's instruction and discuss aligned student tasks. .
1. Teachers will participate in instructional rounds to examine standards and student tasks being given within their same grade level.
2. Teachers will also observe teachers in the grade level below and grade level above to examine progression of standards and engage in vertical articulation around standards and student tasks.

Person Responsible   Jasmin Gomez (esparzaj@duvalschools.org)

Strategy #5 Interventionist will organize field experiences for our students. Students will attend field experiences that are aligned to academic standards to enhance their learning. Field trips will allow students to apply their learning and experience a multitude of learning opportunities outside of school.

Person Responsible   Jasmin Gomez (esparzaj@duvalschools.org)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	This area of focus will serve as the foundation for providing students with the social emotional learning to needed to support their overall mental health like being able to regulate their emotions and positive social skills. Students that can regulate their emotions perform at higher levels than students that cannot. At San Jose, our mission is to empower students to be responsible citizens. By implementing character education, we will be able to strive towards reaching academic achievement for ALL students.
Measurable Outcome:	If teachers implement social emotional learning and school-wide positive behavior systems with fidelity, then students will become responsible citizens.
Monitoring:	discipline data, positive referrals, student of the month, attendance
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Implement Positive Behavior Systems using daily Morning Meeting using Sanford Harmony (SEL curriculum) and Calm Classroom Implement Positive Behavior Systems using Panda Paws Implement Positive Behavior Systems using Positive Panda Referrals aligned to character traits of the month Implement Positive Behavior Systems by having a Calm Down Area in every classroom to be proactive with addressing negative student behavior
Rationale for Evidence-based Strategy:	More than ever, social emotional learning is necessary in schools to address the learning gaps caused by home learning and meet the variety of student needs during this pandemic.

Action Steps to Implement

Admin and School Counselor will provide professional development opportunities to teachers on implementation of a Morning Meeting using Sanford Harmony, Calm Classroom, and character building lessons. If funding allows, Parent Liaison will be used to bridge gap between school and home to provide opportunities for families to learn about Sanford Harmony and Calm Classroom to implement strategies at home. Parent Liaison will host family workshops to provide emotional regulation support to families to apply with students at home. Parent liaison will communicate 'positive glows' with families for students that are struggling with behavior.

Person Responsible	Brianna Cousins (harmonb2@duvalschools.org)

Admin will provide professional development to all teachers and staff on the use of Panda Paws to reward desired behaviors in common areas; Admin and School Counselor will provide professional development to all teachers and staff on the use of Positive Panda Referrals to reward desired behaviors in and out of the classroom.

Person Responsible	Brianna Cousins (harmonb2@duvalschools.org)

Teachers will implement a calm down area in all classrooms. Teachers will provide calm down bins that include a variety of resources to assist students with regulating their emotions.

Person Responsible	Brianna Cousins (harmonb2@duvalschools.org)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Based on 2020-21 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 65%, 4th grade is 71%, and 5th grade is 70%.

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:

[no one identified]

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.

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/howto-
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-intobig-
wins

Rationale for Evidence-based Strategy:	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-progressmonitoring-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-teachingstrategies/

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   Jasmin Gomez (esparzaj@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   Jasmin Gomez (esparzaj@duvalschools.org)

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

Person Responsible   Jasmin Gomez (esparzaj@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the 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.

We will also place an emphasis to addressing our ESSA data to target our ESE population and Black students. We must provide intensive PD to our VE teachers to provide additional tiers of quality support to our ESE students. Our VE teachers will also be provided with an opportunity to engage in planning with the admin team to review the content being covered in their grade levels. VE teachers will be expected to supplement the grade level course work that is being done in the classroom while also providing scaffolds and intensive supports to differentiate the learning. As a leadership team, we will also engage in close monitoring of black students and their data to identify the root causes as they occur to engage in problem solving immediately. A team of teaches are engaging in an 'equity book study' to examine this further in our school and find strategies that will ensure that we are addressing our ESSA data.

Our school is not listed in the Safe Schools for Alex Incident Report so we omitted that portion. However, we strive to ensure we are always fostering a school environment that is safe for all students.

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.

At San Jose Elementary School we strive to build a positive school culture and environment. Through the use of Calm Classroom, a social-emotional learning curriculum, teachers and staff will build a strong classroom community and schoolwide culture of positivity. Other ways to build a positive school environment are by celebrating our teachers and students. Each month, teachers nominate a Proud Panda Student of the Month. This student is spotlighted as being a role model for that particular month in his/her class.

San Jose Elementary School has a PBIS team that meets monthly. This team discusses schoolwide discipline and procedures to implement for student success. Through the PBIS team, teachers and students share ideas and interventions to ensure that students are able to be their best self in the classroom. The school also has staff members participating in an Equity Audits in the Classroom book study. Through this study, the team is working on how we can expand our communication and support not just to our individual classrooms but through other grade levels, staff members, and to our outside community.

Parents, families, and community stakeholders are invited to monthly Parent and Community Engagement events. These events include data nights, fall festivals, and more. This helps families become more involved and active in their child's education.

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

San Jose Elementary has a variety of stakeholders. Our community stakeholders include parents, faith-based partners, local school board members, etc. Through parent feedback, we develop events that can help our parents understand and facilitate learning at home. We offer resources and events to help them with academic and behavioral questions that they may have. Staff members participate in these events to work closely with families to show their support. Faith-based partners help provide food and other donations to aid our families with needs they may have. They also volunteer their time to assist with community events to show their support for San Jose Elementary. Our local school board member, Ms. Pearson, often comes out to events and celebrations to show her support for our school and help build a positive culture. Additional ways to reach our families are through monthly SAC and PTA meetings. These meetings allow all stakeholders to be present and share ideas on ways to improve our school. After school YMCA-Team Up is another resource for our families that gives students opportunities to work with the community and participate in schoolwide events.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	$0.00