

Duval County Public Schools

Merrill Road Elementary School



2021-22 Schoolwide Improvement Plan

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Merrill Road Elementary School

8239 MERRILL RD, Jacksonville, FL 32277

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

Demographics

Principal: Natasha Clark

Start Date for this Principal: 1/6/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-2
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	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
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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Merrill Road Elementary School

8239 MERRILL RD, Jacksonville, FL 32277

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

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

School Grades History

Year
Grade

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.

Merrill Road Elementary School faculty and staff will provide students with opportunities to learn and achieve success while holding them accountable for high, individual expectations; collaborating and utilizing data focused instructional practices to assist in developing the whole child.

Provide the school's vision statement.

Students will leave Merrill Road Elementary with the knowledge to succeed by achieving individual expectations for the development of the whole child.

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
Clark, Natasha	Principal	<p>All duties relating to student academic achievement, human resources and facility management.</p> <p>Provide a safe and secure environment that promotes academic and social success. Establish, foster, and sustain a healthy school culture by building relationships with staff, students, parents, and community stakeholders.</p> <p>Manage and coordinate facility upkeep and operations to ensure an environment conducive to the highest level of learning. Identify, hire and retain through meaningful professional development and ethical practices highly qualified experienced staff. Ensure overall school vision, functions, and operations are aligned with district policies, initiatives and programs along with compliance with state and federal statutes.</p> <p>Provide a common vision for the use of data-based decision-making, monitor student achievement and staff development.</p>
Beckham, Kristen	Assistant Principal	<p>Assist with providing a safe and secure environment that promotes academic and social success.</p> <p>Assist with managing and coordinating facility upkeep and operations to ensure an environment conducive to the highest level of learning. Assist with establishing, fostering, and sustaining a healthy relationship with the staff, students, parents, and community. Manage and progress monitor student social growth and development.</p> <p>Coordinate and facilitate testing operations and implementation.</p>
Higgins, Beth	Reading Coach	<p>Coordinate and facilitate ongoing professional development in ELA that aligns to student and teacher needs. Compose and distribute the expectations for the classroom environment.</p> <p>Support teachers with planning and delivering lessons that align with student needs. (modeling)</p> <p>Provide instructional support aligned to teacher and student needs. (coaching)</p> <p>Coordinate and facilitate school activities that encourage support student success in Reading.</p>
Moser, Carol	Other	<p>Remediate students that do not meet proficient criteria in Math.</p> <p>Meet consistently with at-risk students.</p> <p>Progress monitor non-proficient students.</p> <p>Select and create standards based instructional activities to meet specific student needs.</p>
Hugger, Porsha	School Counselor	<p>Monitor MTSS services for all students</p> <p>Support students in developing peer relationships, effective social and decision making skills and conflict resolution strategies. Assist with managing and monitoring student social growth and development.</p> <p>Assist teachers in providing tier 2 and 3 behavior interventions.</p> <p>Coordinate outreach services and community support services that align with the needs of students and staff.</p> <p>Provide individual counseling to students as needed. Facilitate school-based</p>

Name	Position Title	Job Duties and Responsibilities
		MRT Team Meetings (MTSS) Meetings, CPST meetings, and any other meetings relevant to students needs.
Rind, Lynne	Behavior Specialist	Provide daily Behavioral Support within classrooms Serve as direct school liaison for all Behavioral Supports teachers/para-professionals with district support staff. Participate in relevant school-based Multidisciplinary Team (MTSS) Meetings, CPST meetings, and any other meetings relevant to students served in Behavioral Supports classrooms. Monitor, model and assist with the implementation of academic instruction and social skills curriculum. Assist in the development of appropriate IEP goals, objectives and data collection system. Provide crisis intervention counseling when students are in crisis. Assist teachers with creating and maintaining IEP, FBA/PBIP, copies of point sheets, anecdotal logs, discipline referrals, parent contact log) notebook for each student.

Demographic Information

Principal start date

Monday 1/6/2020, Natasha Clark

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.*

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.*

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

461

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

13

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

13

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	124	146	122	0	0	0	0	0	0	0	0	0	0	392
Attendance below 90 percent	6	6	3	0	0	0	0	0	0	0	0	0	0	15
One or more suspensions	11	0	0	0	0	0	0	0	0	0	0	0	0	11
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	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	1	13	8	0	0	0	0	0	0	0	0	0	0	22

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	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 7/28/2021

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	134	156	205	0	0	0	0	0	0	0	0	0	0	495
Attendance below 90 percent	0	2	2	0	0	0	0	0	0	0	0	0	0	4
One or more suspensions	3	3	3	0	0	0	0	0	0	0	0	0	0	9
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	4	12	7	0	0	0	0	0	0	0	0	0	0	23

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	0
Students retained two or more times	0	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	134	156	205	0	0	0	0	0	0	0	0	0	0	495
Attendance below 90 percent	0	2	2	0	0	0	0	0	0	0	0	0	0	4
One or more suspensions	3	3	3	0	0	0	0	0	0	0	0	0	0	9
Course failure in ELA	0	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	0
Level 1 on 2019 statewide ELA assessment	0	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	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	4	12	7	0	0	0	0	0	0	0	0	0	0	23

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	0
Students retained two or more times	0	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					50%	57%		50%	56%
ELA Learning Gains					56%	58%		51%	55%
ELA Lowest 25th Percentile					50%	53%		46%	48%
Math Achievement					62%	63%		61%	62%
Math Learning Gains					63%	62%		59%	59%
Math Lowest 25th Percentile					52%	51%		48%	47%
Science Achievement					48%	53%		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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used to comile the data below: I -Ready Reading and Math Assessment.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18	42	61
	Economically Disadvantaged	15	38	60
	Students With Disabilities	4	26	70
	English Language Learners	0	0	20
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12	33	62
	Economically Disadvantaged	8	31	54
	Students With Disabilities	7	26	56
	English Language Learners	0	0	20

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14	28	47
	Economically Disadvantaged	13	26	44
	Students With Disabilities	9	14	39
	English Language Learners	0	9	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	27	52
	Economically Disadvantaged	9	22	49
	Students With Disabilities	7	24	47
	English Language Learners	0	9	33

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	17	26	18	25	15	21	21				
ELL	32			56							
BLK	33	41	23	28	15	14	18				

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
HSP	47			50	45		64				
MUL	38			42							
WHT	52	56		52	16		45				
FRL	30	39	38	28	13	21	17				
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
ELL											
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

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	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	230
Total Components for the Federal Index	7
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
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	44
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	25
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	52
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	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	44
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	27
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?

Overall in reading vocabulary continues to be the lowest area.

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

Overall in reading phonics and vocabulary show the greatest need for improvement.

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

Contributing factors were inconsistent implementation of differentiated small group instruction, standards-based instructional delivery and remediation. Based on their developmental levels at this stage, students are learning the foundations of reading, focusing mainly on phonemic awareness and phonics. Using the new Language Arts curriculum, we will dedicate more time to vocabulary instruction as part of the 90-minute reading block.

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

Based on the i-ready spring assessment, High Frequency words (10.7% up to 56%) and Reading Comprehension (Lit) (12.4 up to 54%) showed the most improvement.

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

In addition to Reading Mastery, we added a phonics block in each K-2 classroom, every day. Utilized a prescriptive instructional focus calendar based on grade level/students needs. Select students were invited to attend after school tutoring club. Lastly we implemented a school wide reading initiative and set a school goal to read 25,000 books as a school by May 2021.

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

In order to accelerate learning at Merrill Road, we will:
 Review Beginning of Year Data to identify gaps and next steps
 Focus small group differentiated instruction based on identified gaps.
 Ensure that all instruction and student tasks are aligned to grade level standards.
 Implement multiple tiers of support for students as needed. (track and monitor student progress)

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.

Teachers will take part in professional development on the new B.E.S.T. standards, as well as the Benchmark Advance language arts curriculum. In addition, teachers will meet their grade level every week for collegial collaboration in the areas of planning standards-based instruction and assessment.

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

Coaching cycles will be implemented with teachers as well collaborative planning will be provided. Students will be able to receive after-school tutoring as well as small group support while utilizing supplemental research-based materials.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale: Standards Based Instruction Implementation. Being exposed to grade level standards gives students the opportunity to perform on grade level. Based on standards walk through's, we discovered that not all teachers were familiar with grade level standards and therefore, not all students were being exposed to grade level work.

Measurable Outcome: 100% of our current core content teachers will engage in successful standards-based instructional planning procedures and implementation.

Monitoring: This area of focus will be monitored using weekly classroom walk throughs. Administration will complete weekly focus walks using district designed approve evaluating tool. Teachers will be given feedback from the visit and professional development and instructional support will be provided as needed. This support will focus on instructional delivery, standards alignment with planning, instruction and assessments.

Person responsible for monitoring outcome: Natasha Clark (clarkn@duvalschools.org)

Evidence-based Strategy: Provide immediate feedback, PD and support to teachers using data from the Standards Walk-Through Tool.

Rationale for Evidence-based Strategy: Students must be exposed to instruction and tasks that are aligned to grade appropriate academic standards. We need to ensure students are getting standards-aligned instruction, so they are prepared to take standards based assessments, and show growth throughout the progression of standards.

Action Steps to Implement

Provide professional development to members of the leadership team and teachers to ensure they understand the alignment between the SIP and the standards-based instructional plan.

Person Responsible Natasha Clark (clarkn@duvalschools.org)

Conduct instructional rounds to ensure a shared vision, and expectations of standards-based Instruction are established throughout the school. (Calibration)

Person Responsible Natasha Clark (clarkn@duvalschools.org)

Review and analyze data from classroom walk through tool to determine Professional Development needs, instructional support, and next steps of collaborative planning.

Person Responsible Natasha Clark (clarkn@duvalschools.org)

Ongoing differentiated support to ensure teachers have a clear understanding of standards- based instruction. The reading coach will support teachers with standards-based instruction and planning.

Person Responsible Beth Higgins (higginsb1@duvalschools.org)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: According to our 2021 I-ready reading data, more than 50% of our students scored below grade level proficiency.

Measurable Outcome: Reading proficiency will increase by 25% including a 10% increase in the area of vocabulary on the Spring 2022 I-ready reading assessment.
 This area of focus will be monitored using weekly classroom walkthroughs and the instructional coaches
Monitoring: will provide instructional support to teachers at all grade levels focusing on the delivery of quality standards-aligned reading instruction, and equivalent practice for students. Student progress will be monitored using prescriptive standards-based assessments.

Person responsible for monitoring outcome: Natasha Clark (clarkn@duvalschools.org)

Evidence-based Strategy: Daily intensive reading remediation using a research based direct instruction program.RMSE. (RMSE)
 Guided reading with independent practice
 Differn

Rationale for Evidence-based Strategy: Based on the winter i-ready assessment our students were deficient in the a

Action Steps to Implement

Teachers will provide differentiated small group reading instruction based on the individual needs of students.

Person Responsible Kristen Beckham (beckhamk@duvalschools.org)

Collaborative planning. Teachers will review and discuss grade level standards using a planning tool to dissect the standards and tasks to ensure that instruction and tasks are aligned to the standards.

Person Responsible Beth Higgins (higginsb1@duvalschools.org)

School based reading coach will provide internal professional development through a book study using various material to provide teachers with research-based instructional strategies to help improve student reading achievement.

Person Responsible Beth Higgins (higginsb1@duvalschools.org)

Implement a monthly reading strategy with each book of the month.

Person Responsible Beth Higgins (higginsb1@duvalschools.org)

#3. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: English Language Learners low performing students are reading at least two or more reading levels below grade level based on the I-Ready Reading Assessment.

Measurable Outcome: ELL low performing students to show one year's growth during the 2021-2022 school year.

Monitoring: This area of focus will be monitored using monthly tracking process.

Person responsible for monitoring outcome: Natasha Clark (clarkn@duvalschools.org)

Evidence-based Strategy: Provide training and on-going support for teachers to utilize data to create weekly small group instructional plans. This action step will support the ELL low performing groups by meeting the specific needs through teacher led small groups.

Rationale for Evidence-based Strategy: Focusing on the interventions that are specific to students' deficiencies while providing a balance of Standards Based Instruction and aligned standards based tasks will assist students with showing the growth that is needed.

Action Steps to Implement

No action steps were entered for this area of focus

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.

When comparing Merrill Road discipline data to the state of Florida discipline data, it is evident that we need to address the number of student referrals for physical aggression and out-of-school suspensions, as they were both above the state average.

At Merrill Road Elementary, we have a PBIS (Positive Behavior Interventions and Supports) Team. In order to decrease the number of referrals for aggression and out-of-school suspensions, we will meet monthly. At those meetings, we will look at discipline data. We will be looking to assure that all student sub-groups are receiving equitable treatment in situations involving discipline and consequences. We will encourage teachers to attend PBIS training, which focuses on recognizing positive student behaviors. We will implement behaviors and providing students with and strategies to self regulate their behaviors and emotions.

Class Dojo has been implemented school-wide at Merrill Road to help monitor student behavior. We host monthly PBIS Celebrations for students who earn enough Class Dojo points to attend. We have also implemented Calm Classroom. Each class participates in teacher-led calming and breathing activities three times each day. Students are encouraged to implement these strategies on their own throughout the day to encourage self-regulation. These methods are used to empower students and educators with mindfulness skills that support their overall well being.

The Leadership team will collaboratively create a plan of action to target all school-wide improvement priorities that includes creating a safe, diverse, respectful culture of learning that promotes social and emotional development for both students and adults to enhance student academic achievement. Additional personnel will be utilized to provide academic support as needed based the school data/student data. (Math Interventionist, and Paraprofessional). Additional Instructional resources and supplies will be used to enhance instruction and support remediation.

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.

MRE takes great pride in building a positive school culture and environment. We strive to build encouraging strong partnerships with parent groups, community agencies, and faith based entities.

Frequent meetings are held to allow for opportunities to gain input, support and build a mutually benefiting relationship throughout the school year.

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

SAC Chair/Community-Community engagement that supports continued school improvement.

PTA President- Parent engagement and school support through fund-raising, community-building, and school activities that promote a positive school culture.

Faith-Based Partner - Provide services for staff, students and families of MRE as needed that align with promoting a positive school culture.

Administration - Create and sustain a positive school culture and learning environment by implementing multiple tiers of support and activities for staff, students and families.

School Staff - Provide a structured and safe learning environment where all students' voices are heard.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	\$0.00
Total:			\$0.00