

Duval County Public Schools

Woodland Acres Elementary School



2021-22 Schoolwide Improvement Plan

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Woodland Acres Elementary School

328 BOWLAN ST N, Jacksonville, FL 32211

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

Demographics

Principal: Shawn Platts

Start Date for this Principal: 7/1/2021

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* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (47%) 2017-18: C (48%) 2016-17: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
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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Woodland Acres Elementary School

328 BOWLAN ST N, Jacksonville, FL 32211

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

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	82%

School Grades History

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

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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 Woodland Acres Elementary is to provide a safe, caring, academically challenging environment where each student will become a productive and responsible citizen in a global economy.

Provide the school's vision statement.

The Vision of Woodland Acres Elementary is to provide a safe and civil environment with an emphasis on rigorous standards based curriculum, integrated with grade specific medical themes, laying a foundation for students to pursue academic excellence.

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
Jennings, Kim	Principal	Principal: Meets weekly with the Leadership Team members to ensure instructional programs and plans are implemented in a timely fashion to meet the needs of students this includes instructional delivery of the Florida State Standards in all subjects, implementation of the currently adopted district curriculum resources, implementation of the blended learning platforms, oversight and coaching updates of the Curriculum Leadership Councils in Literacy, Mathematics, Science, and Response to Intervention. Regular reviews and analysis of the school's formative and summative data, School Improvement Plan progress, and classroom monitoring data is discussed for prescriptive adjustment purposes. Furthermore, the team oversees the Safety and Security plans of the school to ensure students' safety, and plans activities for teachers and students to enhance the school's culture. The Principal also meets with the Shared Decision Making Team monthly to hear concerns and develop goals.
Maxey, Michael	Math Coach	School Math Coach: Provide quality professional to faculty and staff relating to Florida State Standards and instructional techniques/best practices for Math; facilitate teacher collaboration which focuses on common lesson and assessment development; model lesson and instructional strategies for teachers and analyze data with teachers in order to make instructional decision for the classroom.
Corey, Vikki	Assistant Principal	Assistant Principal: Provides a common vision for the use of data based decision making for classroom instruction and teacher professional development; ensures the Rtl team is implementing appropriate MTSS; conducts assessment of the Rtl knowledge and skills of school staff; assess teacher understanding of the Florida State Standards and assessments; monitors implementation of intervention support and proper documentation; ensure adequate professional development to support instruction of the Florida State Standards and Rtl implementation and communicate with parents regarding MTSS. Responsibilities of the monitoring and implementation of the blended learning platforms are also a responsibility of the AP.
Bradford, April	Reading Coach	School Reading Coach: Provide quality professional development to faculty and staff relating to Florida State Standards and instructional techniques/best practices for Language Arts; facilitate teacher collaboration which focuses on common lesson and assessment development; model lesson and instructional strategies for teachers and analyze data with teachers in order to make instructional decision for the classroom.

Demographic Information

Principal start date

Thursday 7/1/2021, Shawn Platts

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.*

5

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

578

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

10

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

9

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

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

Monday 7/12/2021

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	104	104	99	118	61	91	0	0	0	0	0	0	0	577
Attendance below 90 percent	53	40	35	56	16	30	0	0	0	0	0	0	0	230
One or more suspensions	6	5	2	7	3	6	0	0	0	0	0	0	0	29
Course failure in ELA	1	0	0	0	0	1	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	56	88	71	88	27	39	0	0	0	0	0	0	0	369
Level 1 on 2019 statewide Math assessment	70	88	79	84	21	42	0	0	0	0	0	0	0	384

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	62	90	71	88	23	35	0	0	0	0	0	0	0	369

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	

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	104	104	99	118	61	91	0	0	0	0	0	0	0	577
Attendance below 90 percent	53	40	35	56	16	30	0	0	0	0	0	0	0	230
One or more suspensions	6	5	2	7	3	6	0	0	0	0	0	0	0	29
Course failure in ELA	1	0	0	0	0	1	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	56	88	71	88	27	39	0	0	0	0	0	0	0	369
Level 1 on 2019 statewide Math assessment	70	88	79	84	21	42	0	0	0	0	0	0	0	384

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	62	90	71	88	23	35	0	0	0	0	0	0	0	369

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	

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				32%	50%	57%	30%	50%	56%
ELA Learning Gains				53%	56%	58%	41%	51%	55%
ELA Lowest 25th Percentile				56%	50%	53%	45%	46%	48%
Math Achievement				47%	62%	63%	53%	61%	62%
Math Learning Gains				54%	63%	62%	59%	59%	59%
Math Lowest 25th Percentile				57%	52%	51%	56%	48%	47%
Science Achievement				31%	48%	53%	50%	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	20%	51%	-31%	58%	-38%
Cohort Comparison						
04	2021					
	2019	36%	52%	-16%	58%	-22%
Cohort Comparison		-20%				
05	2021					
	2019	24%	50%	-26%	56%	-32%
Cohort Comparison		-36%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	45%	61%	-16%	62%	-17%
Cohort Comparison						
04	2021					
	2019	38%	64%	-26%	64%	-26%
Cohort Comparison		-45%				
05	2021					
	2019	38%	57%	-19%	60%	-22%
Cohort Comparison		-38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	26%	49%	-23%	53%	-27%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Kindergarten: iReady Data
 First Grade: iReady Data
 Second Grade: iReady Data
 Third Grade: PMA Data
 Fourth Grade: PMA Data
 Fifth Grade: PMA Data

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16%	21%	34%
	Economically Disadvantaged	13%	23%	37%
	Students With Disabilities	20%	8%	15%
	English Language Learners	13%	5%	17%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12%	18%	38%
	Economically Disadvantaged	12%	16%	42%
	Students With Disabilities	20%	8%	17%
	English Language Learners	13%	5%	14%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11%	17%	28%
	Economically Disadvantaged	10%	18%	25%
	Students With Disabilities	9%	27%	31%
	English Language Learners	5%	10%	14%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3%	13%	21%
	Economically Disadvantaged	3%	16%	22%
	Students With Disabilities	9%	27%	23%
	English Language Learners	0%	5%	19%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24%	19%	28%
	Economically Disadvantaged	24%	16%	26%
	Students With Disabilities	11%	0%	0%
	English Language Learners	17%	13%	14%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	32%	46%	43%
	Economically Disadvantaged	31%	51%	46%
	Students With Disabilities	0%	0%	0%
	English Language Learners	22%	26%	25%
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16%	27%	18%
	Economically Disadvantaged	13%	25%	16%
	Students With Disabilities	11%	13%	13%
	English Language Learners	7%	12%	11%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30%	32%	24%
	Economically Disadvantaged	29%	27%	18%
	Students With Disabilities	11%	38%	13%
	English Language Learners	4%	16%	22%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35%	38%	42%
	Economically Disadvantaged	45%	44%	47%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	48%	53%	45%
	Economically Disadvantaged	55%	59%	44%
	Students With Disabilities	14%	0%	0%
	English Language Learners	11%	9%	9%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	26%	26%	42%
	Economically Disadvantaged	28%	28%	52%
	Students With Disabilities	0%	0%	0%
	English Language Learners	0%	0%	0%

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	30		17	60						
ELL	18			31							
BLK	25	62		48	79		33				
HSP	26			45							
WHT	37			40							
FRL	24	56	60	44	72	60	31				
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	21	59	64	22	37	40					
ELL	28	38	32	42	44	41	25				
BLK	28	55	64	43	51	61	27				
HSP	36	41	38	49	58	58	27				

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
MUL	33	70		67	90						
WHT	38	60	80	54	51		38				
FRL	29	54	63	47	55	55	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	17	24	27	23	67	67	27				
ELL	15	35	38	46	42	50					
BLK	31	38	41	47	53	50	41				
HSP	25	38		53	52						
MUL	45			73							
WHT	29	47	60	63	73	70	78				
FRL	29	41	49	52	59	54	51				

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	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	406
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
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	36
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	
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	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students 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	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Third grade ELA increased 10% in proficiency.
 Fourth grade ELA decreased 16% in proficiency.
 Fifth grade ELA increased 10% in proficiency.
 Third grade Math remained the same at 45%.
 Fourth grade Math decreased 7% in proficiency.
 Fifth grade Math increased 26% in proficiency.
 Fifth grade Science increased 1%.

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

According to the 2021 NGSSS, 29% of our 5th grade students are proficient in Science.

According to the 2021 ELA FSA, 20% of our 4th grade students are proficient in ELA. This is a 16% decrease from 2019.

According to the 2021 Math FSA, 31% of our 4th grade students are proficient in Math. This is a 7% decrease from 2019.

According to the 2021 ELA FSA, 31% of our 3rd grade students are proficient in ELA. This is a 10% increase from 2019.

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 include students unable to read grade level content in Reading, Math and Science. The majority of the students in 5th grade scored a level 1 in Reading prior to entering 5th grade. As a result, many of the students who scored a level 1 or level 2 in ELA, scored a level 1 or level 2 in Science. The majority of the 3rd and 4th grade students are lacking foundational reading skills which contributes to the inability to read and comprehend grade level material.

By providing support in the 5 components of reading with the use of Reading Mastery Signature Edition and Corrective Reading, students will have the skills necessary to be able to decode and comprehend grade level text. In addition, by providing targeted, small group instruction based on the individual needs of the students, students will have the opportunity to

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

Fifth grade Math showed the most improvement with 26% increase in proficiency.
 Fifth grade Math learning gains showed the most improvement with 77% of our students making gains. This is an increase of 23% from 2019.

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

Teachers having ability and flexibility to plan for standards based instruction.
Frequent data chats and progress monitoring of students throughout the year.
Providing common assessments that were aligned to the standards.

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

Creating questions that are aligned with the standards.
Utilizing the resources and blended learning platforms.
Collaborating with Coaches and Interventionists to create standard-based lessons.
Continue to allocate resources and staff to provide enrichment and extend the learning for all students.

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 would include

1. Analyzing and looking at student work.
2. Increasing student engagement in reading.
3. Specific interventions and strategies to promote reading and writing across all content areas.

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

Additional services that will be implemented will be to continue to use Title 1 funds for salaried positions for the Academic Coaches and Interventionists.

Utilizing ESSER Flex Funds to provide resources and materials for teachers and students.

Utilizing ESSER Flex Funds to provide tutoring for students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:	<p>Reading proficiency, gains, and our lowest performing quartile</p> <p>If we develop a deeper understanding of standards based instruction and ensure scaffolds are in place to support both teaching and learning through a systematic approach to include, shared best practice, calibration of student work, analyze common assessments, with a strict adherence with tier 2 and 3 instruction. We are sure that through the use of LLI, Reading Mastery, Corrective Reading, Freckle, Achieve 3000, Seeing Stars Kit, students will be adequately prepared for mastering grade level standards, raising overall reading proficiency.</p>
	<p>If teacher lead small group instruction is used with fidelity, then the needs of all learners will be met.</p>
Measurable Outcome:	<p>ELA proficiency from 32% to 40% as measured by Florida Standards Assessment Spring 2022</p> <p>ELA learning gains from 53% to 60% as measured by Florida Standards Assessment Spring 2022</p> <p>ELA learning gains LPQ from 56% to 60% as measured by Florida Standards Assessment Spring 2022</p>
Monitoring:	<p>Implement RMSE in grades K-2</p> <p>Implement Corrective Reading in grades 3-5</p> <p>Implement LLI for tier 2 and 3 in grades 3-5</p> <p>Focus on priority standards to increase proficiency</p> <p>Provide teachers with support with priority standards</p> <p>Identify focus groups of students for small group instruction</p> <p>Plan corrective instruction according to priority standards</p> <p>Monitor progress of focus groups</p> <p>Provide a Reading Coach through the use of Title 1 funds</p> <p>Provide a Reading Interventionist through the use of Title 1 funds</p> <p>Provide a Math Coach through the use of Title 1 funds</p> <p>Provide a Math Interventionist through the use of Title 1 funds</p>
Person responsible for monitoring outcome:	<p>[no one identified]</p>
	<p>According to the Collaborative Classroom (https://www.collaborativeclassroom.org/wp-content/uploads/nodefiles/node-presentation_smallgroupwebinarfinal.pdf), teacher led small group instruction provides students with multiple opportunities to work at their instructional level so that their academic needs will be met.</p>
Evidence-based Strategy:	<p>Through the use of Title 1 funds, the following positions will be funded:</p> <p>One Reading Coach</p> <p>One Math coach</p> <p>One Reading Interventionist</p> <p>One Math Interventionist</p> <p>Through the use of Title 1 funds, the following classroom materials and supplies will be funded:</p> <p>Mastery Education Measuring Up Reading and Math workbooks for grades 3-5</p> <p>Copy paper, composition books, dry erase markers, pencils and highlighters</p> <p>Poster maker paper</p>

Laminating film
Ink cartridge for color printer

Rationale for Evidence-based Strategy: According to our ELA FSA data, modifications to our instruction will be needed to show an improvement with our data in ELA and Math. By implementing RMSE, Corrective Reading, LLI and teacher led small group instruction, teachers will have the ability to provide prescriptive instruction that targets the direct needs of identified students. The addition of these programs will help support the learning needs of all of our students.

Action Steps to Implement

Implement RMSE in grades K-2
Implement Corrective Reading in grades 3-5
Implement LLI for tier 2 and 3 in grades 3-5
Focus on priority standards to increase proficiency
Provide teachers with support with priority standards
Identify focus groups of students for small group instruction
Plan corrective instruction according to priority standards
Monitor progress of focus groups
Provide a Reading Coach through the use of Title 1 funds
Provide a Reading Interventionist through the use of Title 1 funds
Provide a Math Coach through the use of Title 1 funds
Provide a Math Interventionist through the use of Title 1 funds

Person Responsible [no one identified]

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

Refer to the Standards-Based Instruction Continuum:
(We are focusing on standards based instruction to increase student outcomes)
Rate WAES based on where we are:

Based on the Standards-Based School Continuum:
Calibrated Administration: TBD
At this time, the Principal and Assistant Principal have had only 3 days working together and have not yet had the opportunity to calibrate.

Collaborative Administration: TBD
Refer to comment above

Area of Focus**Description and Rationale:**

Standards-based Planning: Moderate
The standard is the key focus of the planning process. Conversation around the standard is limited or surface level. Based on the instructional review, the instructional delivery was rated a slight majority (Level 3), where instruction matched the posted standard, instructional materials were aligned to grade level standards and tasks were aligned to grade level standards.

Assessing student learning was rated a vast majority (Level 1), where tasks did not allow students to show mastery, lack of testing equivalent experience or assessment of student learning was not evident.

Aligned Observations: Moderate
The trend data shows minor improvement in alignment.

Measurable Outcome:

(Data from SWT Tool Dashboard can be a potential data point)
If 100% of our teachers will engage in successful standards based instruction planning procedures through Professional Learning Communities and Common Planning using data from the SWT, then the standards/benchmark alignment approach to teaching and learning will improve in all content areas.

(Using the Standard Walkthrough Tool to collect data with Specific names need to be added from a drop down only one name can be chosen, ultimately ME!)

Monitoring:

Calibrated Administration: Walkthroughs will be conducted weekly to ensure that administrators are calibrated in most instances. Some subject areas may have more disparity than others based on administrative experience.

A minimum of 2 calibrated walkthroughs will be conducted weekly.

Collaborative Administration: Administrators will meet regularly to discuss alignment findings. Conversations will produce actionable next steps. Administrators will meet weekly with the Instructional leadership team to discuss next steps.

Standards-Based Planning: Common planning will occur weekly across grade levels and content areas

Person responsible for monitoring outcome:

Kim Jennings (jenningsk1@duvalschools.org)

As expressed in the Opportunity Myth, schools need to ensure students are receiving instruction that is standards based and on grade level so that students are exposed to standards aligned instruction, tasks and assessments.

Evidence-based Strategy:

Creating a master schedule which allows teachers to have common planning times as a grade level and/or content area to focus on planning for standards based instruction.

Creating a master schedule which allows teachers to have PLCs to focus on instructional intent, instructional opportunity and data.

Provide time within the school day to schedule classroom walkthroughs that include aligned observations so that the trend data shows there is consistent alignment.

Rationale for Evidence-based Strategy:

As expressed in the Opportunity Myth, schools need to ensure students are receiving standards aligned and grade appropriate instruction, so they are prepared to face assignments designed by the state and the next year's progression of standards.

Action Steps to Implement

1. On-going professional development that allows teachers to align teaching and learning to standards based instruction and assessments
2. Weekly walkthroughs by Administration using the SWT tool for calibrated administration
3. Weekly collaborative planning time for collaborative administration
4. Weekly common planning for standards-based planning for teachers, coaches and staff
4. Analyze trend data weekly to show there is consistent alignment.

Person

Responsible Kim Jennings (jenningsk1@duvalschools.org)

#3. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	<p>According to the 5 Essentials survey data, "schools that are at or above the benchmark on 3 or more of the 5 Essentials are 10 times more likely to improve than schools that are below benchmark."</p> <p>Involved Families was the lowest category reported with the following score of an 8. Based on the comparison to the benchmark, WAES is very weak on this measure.</p>
Measurable Outcome:	<p>If student focused events are scheduled through out the school year, then parent involvement in school will increase.</p> <p>41% of the teacher responses indicated that some of the parents attended parent-teacher conferences when requested.</p> <p>66% of the teacher responses indicated that none of the parents volunteered time to support the school in classrooms, help with school/center-wide events.</p> <p>66% of the teacher responses indicated that some of the parents contacted the teachers about their child's performance.</p> <p>50% of the teacher responses indicated that some of the parents responded to their suggestions for helping their child.</p> <p>Through the Title 1 Parent Family Engagement Plan parents will be given the opportunity to engage in building a relationship between home and school. The PFEP events include:</p> <p>Welcome to Woodland Acres</p> <p>Parents will be introduced to the points of contacts as well as the day to day procedures and expectations of WAES. With this knowledge, parents will have a better understanding about the day to day workings of the school and who they can contact if they have any questions.</p> <p>Parent Academy: Attendance Matters</p> <p>Parents will hear from Parent Academy about the importance of attendance and attending school.</p>
Monitoring:	<p>Muffins and Math:</p> <p>Parents will learn different strategies surrounding the math standards.</p> <p>Literacy Night: Bagels and Books</p> <p>Parents will learn different strategies surrounding the ELA standards.</p> <p>FSA Night</p> <p>Parents will be educated on the FSA as well as fundamental testing strategies to use with their children at home while they prepare for testing.</p> <p>Academic Night K-5</p> <p>The goal of this night is to inform parents of all activities that are happening in the core subject areas.</p>
Person responsible for monitoring outcome:	<p>Kim Jennings (jenningsk1@duvalschools.org)</p>

Evidence-based Strategy:	According to waterford.org, (https://www.waterford.org/education/how-parent-involvement-leads-to-student-success/), the best predictor of student success is the extent to which families encourage learning at home and involve themselves in their child's education.[1]
	Teachers who focus on parent engagement often see a profound change in their classrooms. The more parents involved in their children's education, the better their entire class's motivation, behavior, and grades become.
Rationale for Evidence-based Strategy:	Based on the parent involvement from last year's PFEP, the following families attended events: 5 attended the Developmental Meeting 6 attended the Welcome to Woodland Acres 8 attended the Blended Learning Night 8 attended Muffins and Math 20 attended FSA Academic Night

Action Steps to Implement

We will continue to offer virtual meeting attendance options—due to Pandemic.

We will offer technology based training that can be replicated at home.

We will continue to use multiple language strategies to reach more non-English speaking parents.

After reviewing feedback during the Developmental Meeting, we will continue to offer more virtual events and balance with in person events.

Person Responsible [no one identified]

#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 70%, 4th grade is 80%, and 5th grade is 66%.

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:

Kim Jennings (jenningsk1@duvalschools.org)

Evidence-based Strategy:

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

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

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

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

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-into-big-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-progress-monitoring-improves-instruction>

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

Action Steps to Implement

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

Person Responsible Kim Jennings (jenningsk1@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 Kim Jennings (jenningsk1@duvalschools.org)

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

Person Responsible Kim Jennings (jenningsk1@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.

According to SafeSchoolsforAlex.org, WAES is ranked 977 out of 1,395 elementary schools. According to the 2019-2020 school discipline data, WAES had 25 in school suspensions and 16 out of school suspensions.

According to Rtl for Success (<https://rti4success.org/sites/default/files/MTSS%20Hot%20Topics.pdf>) "For those students who may need additional academic and behavioral supports to succeed in a general education environment, schools may choose to implement a multi-tiered system of supports (MTSS), such as response to intervention (Rtl) or positive behavioral interventions and supports (PBIS).

If a multi-tiered system of support is used throughout the school year, then student progress will be tracked and remediation and interventions will be provided to improve the achievement of all learners.

By providing a framework through MTSS, supports will be provided to targeted students to address attendance, behavioral as well as academic issues. The rationale for providing these systems of support is to intervene early so that students may have an opportunity to catch up with their peers.

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.

According to the National School Climate Center, "empirical research has shown that when school members feel safe, valued, cared for, engaged, and respected, learning measurably increases, and staff satisfaction and retention are enhanced."

Positive relationships that fulfill the school's mission and support the needs of students are built with parents, families and other community stakeholders throughout the year. The school will provide full opportunities for participating in parent and family engagement activities for all parents, families and community stakeholders by communicating the purpose of the event effectively. Engagement activities will be provided with flexible times, based

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

WAES has many partnerships throughout the community of Jacksonville. Currently, the school is partnered with two faith based partners: Destination Church and Impact Church

Destination Church provides many needs for our students to support the well-being of the child as well as academic success. Destination Church has provided clothes for students that need them throughout the school day. They also hold a coat drive in the winter that do not have protection from the cold temperatures. The church provides holiday gifts for students in December.

Blessing in a Backpack has also partnered with WAES. This program will provide 200 meals per week to some of our most neediest students, so that they will have food to eat over the weekend.

WAES is also a Professional Development School for the University of North Florida. This partnership provides many opportunities for teacher and student growth. UNF students complete field experiences, course work and internships on campus. Through these programs, students are provided tutoring and tiered interventions.

Through being a Professional Development School, Main Street America, Inc. has provided a supply drive, monthly tutoring, a book drive and a 5th grade field trip experience to their business headquarters.