

Duval County Public Schools

Windy Hill Elementary School



2021-22 Schoolwide Improvement Plan

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Windy Hill Elementary School

3831 FOREST BLVD, Jacksonville, FL 32246

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

Demographics

Principal: Lecreshia Harris

Start Date for this Principal: 7/13/2021

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 (53%) 2017-18: C (53%) 2016-17: D (38%)
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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Windy Hill Elementary School

3831 FOREST BLVD, Jacksonville, FL 32246

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

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	84%

School Grades History

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

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SIP Authority

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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.

The mission of Windy Hill is to grow leaders one child at a time.

Provide the school's vision statement.

The vision of Windy Hill Elementary School is to be a learning community. Everyone is expected to have high goals, work hard, and achieve success.

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
Harris, Lecreshia	Principal	<p>Lecreshia Harris</p> <ul style="list-style-type: none"> * Instructional leader/teacher of the learning community * Facilitates sessions working with staff, students, and families to achieve the school's vision * Leads and monitors the implementation of standards-based education through weekly common planning sessions * Communicates the school's vision, mission, and priorities to the community * Sets annual learning gains, school improvement goals, and other targets to increase student achievement from grade of current grade of a "C" to a higher grade * Supervises all school improvement teams for compliance and effectiveness * Utilizes all data points as a component of planning for instructional and operational improvement * Provides differentiated professional development for all stakeholders based on needs to increase student achievement * Uses financial resources and capital goods and services to support school priorities * Develops and maintain good public relations between school and community * Organizes effective use of the services of both certificated and non-certificated personnel * Manifests a professional code of ethics and values * Develops a personal code of ethics embracing diversity, integrity, and the dignity of all people.
Wagner, Albert	Assistant Principal	<p>Albert Wagner</p> <ul style="list-style-type: none"> * Observes and evaluates the implementation of standards-based instruction * Collects data and analyzes all data points to make effective instructional decision * Leads and participates in professional development sessions * Leads PBIS team with a focus on tracking and monitoring discipline referrals * Leads PBIS team through professional development efforts to develop interventions and strategies to help decrease referrals and improve overall behavior * Collaborates with the school-based MTSS team, in conjunction with the school psychologist, guidance counselor and school social worker to identify students who are "at risk" based on social history, academics attendance, and other Early Warning Indicators. * Develop a personal code of ethics embracing diversity, integrity, and the dignity of all people

Name	Position Title	Job Duties and Responsibilities
Oxendine, Christina	Math Coach	<p>Christina Oxendine</p> <ul style="list-style-type: none"> * Supports and models for teachers as they enhance their content knowledge in the area of Math and pedagogy. * Assists teachers with developing instructional strategies that will help students use and continue to build their literacy skills through content learning. * Analyzes data in order to provide professional development and technical support for teachers and staff regarding data management and instruction. * Visits classrooms daily as assigned by the principal to track and monitor implementation of standards-based instruction. * Assists teachers with maximizing their CAST (evaluation) score in all domains * Reviews and updates the School Improvement Plan (SIP) quarterly as needed. * Plans and facilitates family learning nights * Assists the principal with other instructional duties that will increase student achievement.
Woods, Atlanta	Reading Coach	<p>Atlanta Woods</p> <ul style="list-style-type: none"> * Supports and models for teachers as they enhance their content knowledge in the area of Reading and pedagogy. * Assists teachers with developing instructional strategies that will help students use and continue to build their literacy skills through content learning. * Analyzes data in order to provide professional development and technical support for teachers and staff regarding data management and instruction. * Visits classrooms daily as assigned by the principal to track and monitor implementation of standards-based instruction. * Assists teachers with maximizing their CAST (evaluation) score in all domains * Reviews and updates the School Improvement Plan (SIP) quarterly as needed. * Plans and facilitates family nights * Assists the principal with other instructional duties that will increase student achievement

Demographic Information

Principal start date

Tuesday 7/13/2021, Lecreshia Harris

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

437

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

1

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

1

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	73	76	68	74	75	88	0	0	0	0	0	0	0	454
Attendance below 90 percent	1	32	24	23	35	40	0	0	0	0	0	0	0	155
One or more suspensions	0	1	2	1	1	2	0	0	0	0	0	0	0	7
Course failure in ELA	1	3	0	0	3	1	0	0	0	0	0	0	0	8
Course failure in Math	1	5	0	0	3	0	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	1	13	41	48	37	70	0	0	0	0	0	0	0	210
Level 1 on 2019 statewide FSA Math assessment	1	17	39	54	39	48	0	0	0	0	0	0	0	198
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	21	39	50	39	57	0	0	0	0	0	0	0	207

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	2	0	4	4	1	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	2	1	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Wednesday 7/21/2021

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	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 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	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	

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	65	76	74	86	76	68	0	0	0	0	0	0	0	445
Attendance below 90 percent	36	22	18	29	28	26	0	0	0	0	0	0	0	159
One or more suspensions	0	4	1	1	5	10	0	0	0	0	0	0	0	21
Course failure in ELA	0	0	0	0	1	0	0	0	0	0	0	0	0	1
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	6	7	8	9	10	11	12			
Students with two or more indicators	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	2	1	1	0	0	0	0	0	0	0	4

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				38%	50%	57%	38%	50%	56%
ELA Learning Gains				56%	56%	58%	49%	51%	55%
ELA Lowest 25th Percentile				56%	50%	53%	48%	46%	48%
Math Achievement				52%	62%	63%	52%	61%	62%
Math Learning Gains				63%	63%	62%	64%	59%	59%
Math Lowest 25th Percentile				57%	52%	51%	68%	48%	47%
Science Achievement				47%	48%	53%	49%	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	34%	51%	-17%	58%	-24%
Cohort Comparison						
04	2021					
	2019	40%	52%	-12%	58%	-18%
Cohort Comparison		-34%				
05	2021					
	2019	35%	50%	-15%	56%	-21%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	40%	61%	-21%	62%	-22%
Cohort Comparison						
04	2021					
	2019	53%	64%	-11%	64%	-11%
Cohort Comparison		-40%				
05	2021					
	2019	51%	57%	-6%	60%	-9%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	41%	49%	-8%	53%	-12%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

K-2 I-ready

3-5 District progress monitoring assessments

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12/14%	21/28%	29/38%
	Economically Disadvantaged	7/12%	14/29%	19/38%
	Students With Disabilities	0/0%	0/0%	2/40%
	English Language Learners	1/4%	5/22%	6/24%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14/17%	39/53%	64/65%
	Economically Disadvantaged	9/14%	29/49%	50/66%
	Students With Disabilities	1/14%	2/25%	7/64%
	English Language Learners	1/5%	6/35%	11/52%
	Number/% Proficiency	Fall	Winter	Spring
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6/8%	10/14%	20/27%
	Economically Disadvantaged	5/9%	7/13%	14/26%
	Students With Disabilities	1/8%	0/0%	0/0%
	English Language Learners	1/3%	1/4%	5/19%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4/5%	9/13%	13/18%
	Economically Disadvantaged	3/5%	6/12%	7/13%
	Students With Disabilities	1/8%	0/0%	1/8%
	English Language Learners	0/0%	1/4%	4/15%
	Number/% Proficiency	Fall	Winter	Spring

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21/25%	21/25%	20/23%
	Economically Disadvantaged	15/24%	17/28%	20/23%
	Students With Disabilities	3/19%	1/7%	1/8%
	English Language Learners	2/9%	2/9%	1/4%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32/39%	33/39%	33/40%
	Economically Disadvantaged	22/35%	24/39%	26/44%
	Students With Disabilities	2/13%	2/14%	1/9%
	English Language Learners	7/33%	7/30%	7/29%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20/27%	28/39%	26/33%
	Economically Disadvantaged	14/27%	22/44%	20/26%
	Students With Disabilities	2/20%	2/20%	2/20%
	English Language Learners	1/5%	1/5%	2/9%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24/32%	25/35%	27/35%
	Economically Disadvantaged	19/36%	20/41%	21/38%
	Students With Disabilities	3/30%	2/20%	3/33%
	English Language Learners	1/5%	2/9%	2/9%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16/24%	22/31%	27/36%
	Economically Disadvantaged	8/17%	12/24%	20/37%
	Students With Disabilities	1/7%	5/31%	3/18%
	English Language Learners	1/7%	1/6%	1/6%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25/37%	22/33%	25/34%
	Economically Disadvantaged	16/34%	13/27%	16/31%
	Students With Disabilities	0/0%	2/13%	0/0%
	English Language Learners	4/25%	4/24%	4/24%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	11/23%	19/28%	29/39%
	Economically Disadvantaged	6/18%	14/30%	21/40%
	Students With Disabilities	5/38%	2/13%	5/29%
	English Language Learners	0/0%	0/0%	2/12%

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	53		22	47		13				
ELL	23	42	50	38	63	64	9				
BLK	34	38		39	55		22				
HSP	28	54	50	41	62	55	17				
MUL	33			42							
WHT	41	43		71	79		38				
FRL	33	49	64	47	60	58	22				
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	14	39	54	25	61	58	31				
ELL	30	51	48	43	61	55	29				
BLK	39	61	64	49	69	75	39				

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
HSP	33	49	47	50	62	59	42				
WHT	50	71		67	65		68				
FRL	40	58	61	52	65	60	47				
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	33	27	24	50	58	33				
ELL	25	51	64	48	69	73	30				
BLK	33	44	29	45	63	64	29				
HSP	35	54	54	56	65	67	53				
MUL	13	42		25	42						
WHT	52	49		61	67		57				
FRL	38	48	47	52	63	64	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	49
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	48
Total Points Earned for the Federal Index	389
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
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	42
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	38
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	45
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	38
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	54
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	47
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?

After analyzing 3rd through 5th grade 2020-21 reading and math progress monitoring data from fall to spring. The observable trends indicated that in 3rd grade: reading decreased by 2 percentage points and in math there was an increase by 1 percentage point. In 4th grade: reading increased by 6 percentage points and math showed an increase of 3 percentage points. 5th grade: reading there was an increase of 12 percentage points and a decrease in math by 3 percentage points.

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

Based on 2021-22 PMA data 5th grade showed a decrease in mathematics by 3 percentage points, we will continue to focus on small group instruction and provide interventions to address areas of deficit. The Math coach will provide an extra layer of support by offering tutoring during lunch and after school.

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

During the 2021-22 school year students and teachers were enrolled in Duval Homeroom and there was very minimal online participation which lead to a gap in instruction. Attendance was impacted due to students being out of school due to Covid related cases.

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

In grades 3-5 students in the FRL subgroup showed the most growth on the progress monitoring assessment in ELA.

3rd grade increased from 24 percentage points to 28 percentage points

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

Factors that contributed to this improvement were the implementation of reading mastery, corrective reading and Acaletics lead to an increase in Reading and Math. LPQ students were identified and pulled out by the Reading Interventionist, Reading and Math coach to provide small group instruction. The identified students also received tutoring during lunch.

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

- * Before and After school tutoring
- * Small group instruction
- * Implementing standards with fidelity
- * Teacher directed small groups

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.

- * Administrator and Coaches will lead weekly common planning sessions to help teachers develop standards based lessons.
- * Professional development sessions will be offered school based and at the district level to improve teachers and paraprofessionals knowledge and skills which will lead to student improvement.

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

- * Boys and Girls Club will provide after school academic support in Reading and Math
- * Weekly classroom walkthroughs to offer feedback and next steps to teachers regarding standards based instruction.
- * Peer to Peer walkthroughs facilitated by leadership team to help with implementation of standards based instruction.
- * MTSS process to help identify students who would benefit from additional support to help sustain learning

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus	Based on our 2020-2021 FSA data and progress monitoring assessments, ESE and ESOL students are making minimal progress towards learning gains and proficiency. The ultimate goal is to increase learning gains for ESE (SWD) and ESOL.
Description and Rationale:	
Measurable Outcome:	The learning gains will increase from 49% to 53% in reading lowest performing learning gains and from 63% to 67% in math lowest performing learning gains.
Monitoring:	<ol style="list-style-type: none"> 1. Administrators and instructional coaches will lead professional development sessions weekly. 2. Administrators will conduct weekly walkthroughs to track and monitor progress. 3. Professional development sessions will focus on unpacking standards and deepening content knowledge to deliver effective instruction.
Person responsible for monitoring outcome:	Lecreshia Harris (harris11@duvalschools.org)
Evidence-based Strategy:	<p>Familiarize teachers with the Florida Standards and Item Specifications in order to leverage instructional resources to design lessons that are directly aligned to Florida Standards. Teachers will also become familiar with GLAD strategies. This practice will ensure students are exposed to standards aligned instruction, tasks, assessments, and home learning.</p> <p>http://www.bestevidence.org/</p> <p>http://projectgladstudy.educationnorthwest.org/files/observation-protocol.pdf</p>
Rationale for Evidence-based Strategy:	The strategy will assist teachers and paraprofessionals with a deeper understanding of the Florida Standards and Item Specifications which will drive our standards-based instruction framework. Windy Hill Elementary School must ensure that students are receiving standards aligned instruction so they are prepared to face the assessments designed by the state, along with the following year's progression of standards.

Action Steps to Implement

- *Professional development sessions will focus on unpacking standards and deepening content knowledge and understanding to deliver effective instruction.
- *Administrators will conduct weekly walkthroughs to track and monitor progress.
- *Administrators and instructional coaches will lead common planning and professional development sessions weekly.
- *Reading interventionist will support LPQ students and bubble students during the reading instructional block to help improve student achievement.
- *Title 1 funds will be utilized to hire a Reading Coach, Reading Interventionist, Math Coach and Tutor.
- *Corrective Reading, RMSE, and Acaletics will be utilized to help close the gaps during Tier 2 instruction.

Person Responsible Lecreshia Harris (harris11@duvalschools.org)

#2. Culture & Environment specifically relating to Teacher Attendance

Area of Focus	Improve Culture and Climate
Description and Rationale:	After reviewing discipline data from the 2020-21 school year, we will decrease the number of referrals by 5%. There was a spike in referrals due to the enrollment of new students from various places including out of the country. ESE(SWD) and ESOL students were suspended at a higher rate than their peers.
Measurable Outcome:	The 5% decrease in discipline referrals will lead to an increase in positive culture and climate for all stakeholders as evident in all stakeholder survey data.
Monitoring:	Administrators will conduct weekly walkthroughs to track and monitor progress. ESOL paraprofessionals will assist with communicating expectations with non-English speaking students and parents.
Person responsible for monitoring outcome:	Albert Wagner (wagnera@duvalschools.org)
Evidence-based Strategy:	The school will implement a Positive Behavior Intervention Support Plan (PBIS) with fidelity to support the area of focus. The school will continue to utilize Calm Classroom to lay the foundation for the development of self awareness and self management.
Rationale for Evidence-based Strategy:	The PBIS plan will lead to an increase in positive social and emotional relationships among students, staff, parents and other stakeholders.

Action Steps to Implement

- * Administration and Guidance counselor will track and monitor IEP goals in FOCUS and with teachers.
- * Implement monthly leadership socials to recognize students who have no discipline referrals and 95% attendance.
- * Utilize Guidance Counselor to facilitate classroom guidance (Second Step)
- * Facilitate quarterly cultural competency training sessions for staff and provide ongoing checkpoints during the year.

Person Responsible Albert Wagner (wagnera@duvalschools.org)

#3. 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 73%, and 5th grade is 68%.

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:

Lecreshia Harris (harris11@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-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 Lecreshia Harris (harris11@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 Lecreshia Harris (harris11@duvalschools.org)

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

Person Responsible Lecreshia Harris (harris11@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.

During the 2019-20 school year WHE had a total of 22 out-of-school suspensions. During the 2021-22 school year, we will continue to monitor school culture and climate through our PBIS Team. We will focus on implementing more positive behavior strategies and interventions to help decrease negative behaviors.

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.

Windy Hill Elementary will engage ALL stakeholders in school related activities and events by utilizing social media outlets, Class Dojo and a monthly school calendar to keep all stakeholders informed. We will host parent events in an effort to get parents on campus to disseminate information to support learning i.e. FSA Night, Literacy Night and Science Night. In an effort to meet the needs of our ESOL population, information will be translated in different languages and translators will be available at school events to translate for non-English speakers. Our goal is to strengthen our connection between home and school.

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

Parent Teacher Student Association (PTSA)
School Advisory Council
Faith Based Partners

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: Culture & Environment: Teacher Attendance	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00

	Total: \$0.00
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