

Duval County Public Schools

Loretto Elementary School



2021-22 Schoolwide Improvement Plan

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Loretto Elementary School

3900 LORETTO RD, Jacksonville, FL 32223

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

Demographics

Principal: Tammy Haberman

Start Date for this Principal: 10/19/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	40%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: A (64%) 2016-17: B (58%)
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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Loretto Elementary School

3900 LORETTO RD, Jacksonville, FL 32223

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">27%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">37%</p>

School Grades History

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

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SIP Authority

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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.

Loretto Elementary School as part of the Duval County Public Schools is committed to providing differentiated, standards-based instruction that will allow all students to achieve their goals and use their knowledge to be successful in a culturally diverse and technologically-advanced world.

Provide the school's vision statement.

At Loretto Elementary the school, home and community will work together to provide a safe and successful academic environment, which is committed to assisting in development of each student while exploring the social and technological world around them.

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
Haberman, Tammy	Principal	<p>The principal's main responsibilities included: promoting and maintaining high student achievement by providing curricular and instructional leadership, maintaining overall school site operations; receiving, distributing and communicating information to enforce school, District and State policies; maintaining a safe school environment; coordinating site activities and communicating information to staff, students, parents and community members.</p> <p>Daily focus walks with specific feedback and next steps</p> <p>CAST</p> <p>Common Planning with K-2nd grade Instructional Focus & Student Growth</p> <p>Monitoring all student data and growth</p> <p>Monitoring school plan</p> <p>Weekly Admin meetings</p> <p>Bi-weekly School Counselor Meetings</p> <p>Professional Development</p> <p>Weekly Staff Newsletter</p> <p>CSS Program</p> <p>ESE Support</p> <p>CPST/MRT</p> <p>Shared Governance (SGC)</p> <p>School Advisory Council (SAC)</p> <p>PTA Liaison</p> <p>Extended Day</p> <p>SIP</p> <p>Faculty Meetings</p> <p>BTAT Team/Meetings K-5th grade</p> <p>Technology</p> <p>School Cultural</p>
Sims, Barbara	Assistant Principal	<p>Research and provide content knowledge and resources to staff about learning and teaching in their content area—including: teaching strategies, modeling; assessment; research and provide information and guidance regarding a range of effective and innovative practices through various activities such as: individual discussions (informal and formal); coaching sessions; demonstration lessons with pre- and post-discussion/analysis; study groups; staff meetings; and professional development. Facilitate Common Planning on a weekly basis, Manage I Ready Math and Freckles. Track data and progress monitor. Responsible for completing evaluations for 1/3 of certificated staff members.</p> <p>Daily focus walks with specific feedback and next steps</p> <p>CAST</p> <p>Common planning with Math/Science 3rd-5th grade Instructional Focus & Student Growth</p> <p>Student Discipline K, 2nd, & 4th grade</p> <p>Support Staff Schedules and Evaluations</p>

Name	Position Title	Job Duties and Responsibilities
		Instructional Materials & Textbooks Teacher of the Year/Employee of the Year Performance Matter Data FOCUS School Advisory Council (SAC) Liason BTAT Team/Meetings K-5th grade Bi-weekly School Counselor Business Partners Cafeteria AIT Meetings Transportation - Bus Quarter Awards PBIS Homeless Liason

Bradley, Stacy	Assistant Principal	Research and provide content knowledge and resources to staff about learning and teaching in their content area—including: teaching strategies, modeling; assessment; Research and provide information and guidance regarding a range of effective and innovative practices through various activities such as: individual discussions (informal and formal); coaching cycle; demonstration lessons with pre and post-discussion/analysis; study groups; staff meetings; and professional development. Facilitate Common Planning on a weekly basis, Manage I Ready & Achieve 3000, and Freckles. Track data and Progress Monitor. Responsible for completing 1/3 of certificated staff CAST observations. Daily focus walks with specific feedback and next steps CAST Common planning with ELA 3rd-5th grade Instructional Focus & Student Growth Student Discipline 1st, 3rd & 5th grade Daily Substitutes Safety Drills Testing Coordinator Technology Social Media Performance Matter Data FOCUS BTAT Team/Meetings K-5th grade Bi-weekly School Counselor Monthly Parent Newsletters 504 Plans ESOL/CELLA Gifted Support School Calendar One Note Outstanding Owl Award School Events LGBTQ+ Liason
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Name	Position Title	Job Duties and Responsibilities
Kabrich, Noel	School Counselor	Guidance Services/Small Group K, 1st, 4th and 5th Classroom Instruction K, 1st, 4th and 5th Student Records 3rd-5th ESE LEA 4th and 5th Gifted K-5th 504 Plan- K-5th Support with AIT Support with ESOL/WIDA BTAT Team/Meetings K-5th grade Bi-weekly Admin Meeting Calm Classroom K-5th Outstanding Owl Award Counselor-Principal Agreement Plan
Bickerstaff, Dawn	Teacher, K-12	Responsible for sharing what's going on in and across grade levels as well as various disciplines to improve school-wide communication. Roles include support and help in making multi-disciplinary teams, faculty, and staff aware of current standards/skills being addressed, activities, and events. Additionally, communicate with parents and community stakeholders about what is happening at Loretto. Discuss school data, brainstorm ideas about scheduling and new routines, and any new initiatives.
Bruns, Kim	Paraprofessional	Roles include support and help in making multi-disciplinary teams via shared decision making meetings, and brainstorming ideas about scheduling and new routines, and new initiatives. Additional role involves working with grades K-5 in computer lab time to support teachers in ensuring that blending learning platform goals are met.

Demographic Information

Principal start date

Monday 10/19/2020, Tammy Haberman

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.*

5

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

75

Total number of students enrolled at the school

969

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

6

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

8

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	168	157	158	160	161	193	0	0	0	0	0	0	0	997
Attendance below 90 percent	0	20	14	20	21	26	0	0	0	0	0	0	0	101
One or more suspensions	0	3	2	8	4	1	0	0	0	0	0	0	0	18
Course failure in ELA	0	0	0	2	6	0	0	0	0	0	0	0	0	8
Course failure in Math	0	1	0	2	4	0	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	9	25	35	28	78	0	0	0	0	0	0	0	175
Level 1 on 2019 statewide FSA Math assessment	0	20	28	57	38	48	0	0	0	0	0	0	0	191
Number of students with a substantial reading deficiency	8	34	37	31	52	72	0	0	0	0	0	0	0	234

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	12	17	43	29	50	0	0	0	0	0	0	0	151

The number of students identified as retainees:

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

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	161	155	148	159	156	165	0	0	0	0	0	0	0	944
Attendance below 90 percent	11	19	22	16	16	31	0	0	0	0	0	0	0	115
One or more suspensions	1	0	0	0	3	1	0	0	0	0	0	0	0	5
Course failure in ELA	1	2	3	4	2	3	0	0	0	0	0	0	0	15
Course failure in Math	1	3	1	2	2	0	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	9	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	5	0	0	0	0	0	0	0	7

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	44	54	48	36	47	0	0	0	0	0	0	0	230

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	4	1	3	2	1	1	0	0	0	0	0	0	0	12
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	161	155	148	159	156	165	0	0	0	0	0	0	0	944
Attendance below 90 percent	11	19	22	16	16	31	0	0	0	0	0	0	0	115
One or more suspensions	1	0	0	0	3	1	0	0	0	0	0	0	0	5
Course failure in ELA	1	2	3	4	2	3	0	0	0	0	0	0	0	15
Course failure in Math	1	3	1	2	2	0	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	9	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	5	0	0	0	0	0	0	0	7

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	44	54	48	36	47	0	0	0	0	0	0	0	230

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	4	1	3	2	1	1	0	0	0	0	0	0	0	12
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				77%	50%	57%	77%	50%	56%
ELA Learning Gains				63%	56%	58%	63%	51%	55%
ELA Lowest 25th Percentile				51%	50%	53%	46%	46%	48%
Math Achievement				79%	62%	63%	77%	61%	62%
Math Learning Gains				64%	63%	62%	61%	59%	59%
Math Lowest 25th Percentile				46%	52%	51%	48%	48%	47%
Science Achievement				68%	48%	53%	77%	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	80%	51%	29%	58%	22%
Cohort Comparison						
04	2021					
	2019	73%	52%	21%	58%	15%
Cohort Comparison		-80%				
05	2021					
	2019	77%	50%	27%	56%	21%
Cohort Comparison		-73%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	86%	61%	25%	62%	24%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	81%	64%	17%	64%	17%
Cohort Comparison		-86%				
05	2021					
	2019	66%	57%	9%	60%	6%
Cohort Comparison		-81%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	66%	49%	17%	53%	13%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

For Grades K-2, the progress monitoring tool used is I-Ready Reading and I-Ready Math. For Grades 3-5, the progress monitoring tools used are District PMA 1, PMA 2, and PMA 3 for Reading, Math, and Science. Proficiency percentage results for each category were pulled from Performance Matters Scoreboard.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14	43	70
	Economically Disadvantaged	na	na	na
	Students With Disabilities	10	43	53
	English Language Learners	0	50	75
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1	31	69
	Economically Disadvantaged	na	na	na
	Students With Disabilities	5	48	76
	English Language Learners	0	25	25

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20	51	65
	Economically Disadvantaged	na	na	na
	Students With Disabilities	20	15	23
	English Language Learners	0	33	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	25	46
	Economically Disadvantaged	na	na	na
	Students With Disabilities	10	12	20
	English Language Learners	0	0	33

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24	23	36
	Economically Disadvantaged	na	na	na
	Students With Disabilities	21	32	38
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44	55	48
	Economically Disadvantaged	na	na	na
	Students With Disabilities	34	46	52
	English Language Learners	11	25	20

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35	53	40
	Economically Disadvantaged	na	na	na
	Students With Disabilities	37	50	41
	English Language Learners	25	75	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37	28	44
	Economically Disadvantaged	na	na	na
	Students With Disabilities	35	33	38
	English Language Learners	50	75	75
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46	51	56
	Economically Disadvantaged	na	na	na
	Students With Disabilities	44	44	56
	English Language Learners	0	25	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28	32	36
	Economically Disadvantaged	na	na	na
	Students With Disabilities	29	41	40
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	67	63	54
	Economically Disadvantaged	na	na	na
	Students With Disabilities	64	56	57
	English Language Learners	25	50	25
	Number/% Proficiency	Fall	Winter	Spring

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	29	16	13	48	24	29	24				
ELL	58			68							
ASN	85	77		94	71		92				
BLK	60	50		55	38		50				
HSP	56	61		64	44		53				
MUL	55			55							
WHT	73	56	33	75	49	41	72				
FRL	58	48	33	58	39	47	56				
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	46	46	48	55	54	37	54				
ELL	80	48		72	60	40	43				
ASN	78	63		95	74						
BLK	65	57	36	56	50	47	57				
HSP	77	64	36	83	67	30	56				
MUL	70	56		80	63						
WHT	79	65	58	80	65	47	73				
FRL	65	59	54	69	59	43	55				
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	48	46	23	55	51	31	63				
ELL	62	53	58	76	53						
ASN	80	71		87	59						
BLK	69	65	56	58	52	36	65				
HSP	76	67		84	61		73				
MUL	94	63		82	53		80				
WHT	77	62	38	77	64	50	78				
FRL	67	57	47	65	60	44	65				

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	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	456
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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	64
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	84
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	51
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	58
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	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	57
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	48
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?

With the exception of first grade, all other grade levels were below 50% proficiency in math. Although the proficiency for primary grades (1-2) improved substantially from the beginning to the end of the year in ELA resulting at or about 70% in the content area of ELA, intermediate (3-5) ELA proficiency growth was inconsistent. Same as Math, ELA for intermediate grades were below 50% with the exception of 5th grade ELA being at 56% for the Spring PMAs. ESE and ELL students, for the most part, consistently improved for each progress monitoring period for each content area in every grade level.

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

Due to ending proficiency percentages of 36, 40, and 56, Grades 3-5 ELA respectively demonstrate a need for improvement. Equally, due to ending proficiency percentages of 46, 48, 44, and 36, Grades 2-5 Math respectively demonstrate a need for improvement. Considering 2019's cohort comparison wherein state achievement levels were typically 70 - 80% or higher, and third grade changing from usually being the highest performing to now the lowest performing in each content area, third grade demonstrates 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?

Unfortunately, inconsistency with admin-led common planning, despite regular and consistent feedback along with using the standards walk-through tool, was the greatest contributing factor that led to our needs for improvement. New actions that will be taken to address the needs for improvement are the following: Strategically planned weekly admin-led PLCs for every grade level and content area; Strategic implementation of the newly acquired instructional coach; The intentional and purposeful use of the specially assigned corrective reading teacher for third grade

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

I-Ready grades 1-2 showed substantial improvement for both ELA and Math with consistent gains from each diagnostic period to the next. Additionally, students with disabilities improved consistently across all grade levels in each content area from one diagnostic to the next with, in many cases, little to no achievement gap when compared to all students.

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

Regular small group center rotations with exposure to the I-Ready blended learning computer platform which automatically differentiates student levels attributed to the consistent growth for individual and thus all students for primary grades. With regard to a close in the achievement gap for our ESE students, honing in on ensuring that accommodations and services to support (push in and pull out as needed) were updated, as well as implemented with fidelity to meet I.E.P. goals along with support for core instruction, contributed to the improvement for our students with disabilities.

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

To accelerate learning, the EQUIP protocol within weekly Admin-Led PLCs will need to be implemented for each content area for each grade level. A "starting with the end in mind" strategy that includes an embedded analysis of assessing students will be used regularly ascertain what students need to be able to do to meet the standards, what will that look like and sound like during each lesson, task, and assignment, as well as how students will be assessed/re-assessed for evidence that they have met the standard. Additionally, technology platforms and the use of technological tools/materials/devices will be a key factor to assist with the acceleration of learning.

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 and leaders at the school will be provided with weekly admin-led common planning time to collaborate and strengthen the planning of instruction for standards-aligned, data-driven, and student-centered learning using the EQUIP protocol. Monthly faculty meetings and Early Release Wednesdays will consist of professional development and training to support the integration of technology in every classroom for every content area including resources. Required tasks and/or projects will be assigned for evidence of learning/implementation.

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

Highly monitored accountability measures via supporting evidence such as organized data, small group/remediation plans, vetted assessments/tasks, and data chats to determine next steps/action plans along with timely follow-up of outcomes are additional services that will be implemented to ensure sustainability of improvement for this school year and beyond.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale:

With end of the year proficiency percentages, based on using District PMAs for intermediate grades and I-Ready diagnostics for primary grades, being mostly below 50%, a critical need for frequent and systematic monitoring by leadership is necessary. We will inspect what we expect. Additionally, we scored 3.9 out of 5 in the domain of Instructional delivery with 58% of the time, instruction matching the Focus Board. Teachers using the posted standard to guide instruction was overall at 70% and students using the components of the standard to guide their work was 62%. The category of "Assessing Student Learning" was 2.5 out of 5. Within this component, tasks observed determined mastery 45% and assessments were FSA Aligned 40% of the time. Additionally, we will hold ourselves and teachers accountable to our lowest percentage quartile students. 2020-2021 FSA data shows 39% learning gains for ELA LPQ and 35% for Math.

Measurable Outcome:

Each month, as outlined in our 2021-2022 Professional Development Plan, teachers will participate in activities that build upon one another to analyze student work, student tasks, student assessments, and student data to differentiate accordingly for small group and center rotations. The expected outcomes of such activities are teacher-created rubrics that align tasks/assessments to the level of rigor that meets the standards along with criteria for using technology with instructional delivery. Tasks that determine mastery and assessments that are FSA aligned (Equivalent Experience Assessments) will both improve by 20% respectively. Additionally, instruction matching the Focus Board will improve from 58% to 70%. ELA LPQ gains will increase from 39% to 60%. Math LPQ gains will increase from 35% to 60%.

Monitoring:

Accountability will be monitored by the evidence of completed tasks/projects and artifacts assigned during weekly admin-led common planning meetings for teachers to bring within specific timelines. Admin will monitor the SWT Dashboard and regularly discuss results to identify trends, strengths, and weaknesses. PLCs will include LPQ data review and collaborative small group lesson planning to address the needs of our LPQ students.

Person responsible for monitoring outcome:

Tammy Haberman (habermant@duvalschools.org)

Evidence-based Strategy:

A systematic and collaborative approach using a common tool across all grade levels and content areas is being implemented to achieve the desired outcome to manage accountability. This approach produces accountability of and from the admin team, accountability of and from teachers, as well as accountability of, from, and to each and every student.

Rationale for Evidence-based Strategy:

Peter M. DeWitt notes in his "Collaborative Leadership: Six Influences that Matter Most," instructional leaders don't negotiate or regulate as much as they collaborate. He further mentions that instructional leaders rather than administrators actively pursue a "balance between a servant mindset and that of an instructional coach looking for blind spots, providing equality and defending marginalized populations. This supports our rationale to use common planning as a time to work with and support teachers as they support one another to build collective responsibility and accountability.

Action Steps to Implement

1. We will analyze data and the impact of instruction on student growth.
2. We will analyze student work, to determine its level of rigor and alignment to the standard.
3. We will plan a task or teacher led group that is aligned to an upcoming standard.

Person Responsible Stacy Bradley (bradleys@duvalschools.org)

We will use the EQUIP protocol to review instructional materials, assess alignment of materials, diagnose student work, and create common aligned tasks/assessments along with rubrics to determine tasks/assessments meet the standards.

Person Responsible Barbara Sims (blacksheab1@duvalschools.org)

We will use standards walkthrough observations data to monitor frequency of the teacher and students using the standard to guide instruction and the work of the lesson. We will use data from the SWT Dashboard to guide needs for improvement with regard to the implementation of the work completed during PLCs as part of teachers' daily routine.

Person Responsible Tammy Haberman (habermant@duvalschools.org)

We will address and progress monitor LPQ students' data regularly and frequently during weekly PLCs. Teachers and admin will work collaboratively to providing support to each and every student, and ensure our LPQ students are provided with high-quality, standards-driven, rigorous, and equitable instruction.

Person Responsible Tammy Haberman (habermant@duvalschools.org)

#2. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale: According to our 5 Essentials data, we are weak in the area of "Collaborative Teachers". Within this component of the survey, we had a score of 27 (-17 pts) for quality professional development, 22 (-9 pts) for teacher to teacher trust, and scored "very weak" in the sub-components "collaborative practices 15 (-15 pts)" and "collective responsibility 1 (-1 point)." Therefore, improvement in our instructional practices specifically relating to Professional Learning Communities will be an area of focus. Also, as part of our rationale, 3rd grade FSA ELA 2020-21 proficiency dropped to 66% from 77% 2018 - 2019. Additionally, data from progress monitoring tools used throughout the 2020 - 2021 school year (District PMAs for grades 3-5 and I-Ready for grades K-2)) indicate overall low proficiency (near or less than 50% in the green) for both ELA and Math.

Measurable Outcome: Quality professional development, teacher to teacher trust, collaborative practices, and collective responsibility will improve from very weak or weak to neutral (a score of 40) or higher. 3rd grade ELA will increase from 66% to 81% or higher, and each grade level and content area will be at 65% or higher proficiency by the Spring diagnostic/progress monitoring assessment.

Monitoring: Weekly PLCs have been strategically designed with the above noted data in mind to include purposeful activities and trainings that will foster collaboration and trust among and between admin and fellow colleagues. This area of focus will monitored via minutes of each meeting uploaded into OneNote, artifacts of student data, teacher collaborated rubrics, collaboratively analyzed standards-aligned tasks, small group lesson plans, annotated student work, teacher-led discussions, and admin-facilitated PLCs.

Person responsible for monitoring outcome: Tammy Haberman (habermant@duvalschools.org)

Evidence-based Strategy: The What and How strategy will be used to improve trust, collective responsibility, and student academic achievement. We will intentionally and continually remind teachers and staff about the what - Loretto's mission - "Loretto Elementary School, as part of the Duval County Public Schools, is committed to providing differentiated, standards-based instruction that will allow all students to achieve their goals, and use their knowledge to be successful in a culturally diverse and technologically advanced world" and the how - our vision statement - "At Loretto Elementary, the school, home and community will work together to provide a safe and successful academic environment, which is committed to assisting in development of each student while exploring the social and technological world around them."

Rationale for Evidence-based Strategy: Stephen M. R. Covey's "The Speed of Trust" reminds us that two critical questions are What results am I getting and How am I getting those results. He adds that most people get the "what" but the "how" is very necessary to produce sustainable results. Loretto's goal is to have clear expectations of the what as well as how each stakeholder will meet those expectations.

Action Steps to Implement

Instructional practice expectations will be outlined in full detail from day one, after feedback and consideration from faculty and staff with regard to those expectations. The expectations will be posted in our school-wide communication tool (OneNote).

Person Responsible Tammy Haberman (habermant@duvalschools.org)

1. Given the historical data from 20-21 5 Essential Survey, we will analyze data and the impact it has on school cultural, collaboration, instruction, and student growth.
2. We will develop an action plan that is aligned to the desired outcome for school cultural, collaboration, instruction, and student growth.

Person Responsible Tammy Haberman (habermant@duvalschools.org)

1. Given the technology integration plan, teachers will determine the standard, criteria, timeline, and training needs to implement the plan.
2. Teachers will work together during faculty and Early Release Wednesdays to plan a task or project that is aligned to the standard and its level of rigor using technology.
3. We will collectively create a rubric that is aligned to the standard, its level of rigor, and criteria using technology.

Person Responsible Tammy Haberman (habermant@duvalschools.org)

We will design a balanced resource/planning schedule that allows every teacher to meet with their respective grade level/content area/department weekly. This will allow for regular discussion among and between teachers and admin with regard to what is happening in the classroom with students, analyze students' needs collaboratively, and determine how to meet the needs of all students collectively and individually.

Person Responsible Barbara Sims (blacksheab1@duvalschools.org)

Weekly PLCs will consist of high-impact and readily implementable best practices to improve teacher and student growth by using the CAST rubric to align teacher and student observable behavior during informal and formal observations, as well as documentation to meet the CAST expectations in each domain. Teachers, admin, coaches, and academic support specialists will work together using an understanding of the overall structure of CAST and Loretto's Daily Expectations (designed based on CAST) to provide intervention and support to students who have been identified based on continual analysis of data throughout the year.

Person Responsible Stacy Bradley (bradleys@duvalschools.org)

Weekly PLCs will consist of high-impact and readily implementable best practices to improve teacher and student growth by using the CAST rubric to align teacher and student observable behavior during informal and formal observations, as well as documentation to meet the CAST expectations in each domain. Teachers, admin, coaches, and academic support specialists will work together using an understanding of the overall structure of CAST and Loretto's Daily Expectations (designed based on CAST) to provide intervention and support to students who have been identified based on continual analysis of data throughout the year.

Person Responsible Barbara Sims (blacksheab1@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.

Twenty three students received two or more referrals, sixteen of those students had greater than or equal to two occurrences of level 2 code of conduct violations, and twelve students received one or more suspensions. Three students receive greater than or equal to six referrals. Our goal is to reduce each of the above mentioned by half. A behavior flow chart will be provided to all staff members with examples of minor (staff managed) infractions and major (admin managed) infractions. As part of the schoolwide expectations, every teacher will post a positive behavior plan that includes incentives, rewards, opportunity to restore, and natural consequences. Loretto will have a PBIS team that meets monthly to monitor, review and discuss discipline data as well as positive behavior incentives to share with grade level and department members.

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.

Loretto Elementary is addressing building a positive school culture and environment with intent and deliberate design of emphasizing as well as celebrating positive and desired behaviors of teachers, staff, and students. Our schoolwide behavior flowchart is designed to include steps of intervention that builds relationships with students, reinforces positive behaviors, allows opportunities to problem solve, elicit support from parents, and reinforce/recognize corrected behaviors. Several incentivized positive school culture and environment programs will be in full effect to include; Lunch Camp Champs, Quarterly Awards, Owl of the Month, Outstanding Owl of the Month, Camp Spotlights, and You've been Pinned. Students, teachers, and staff will be supported, highlighted, and recognized regularly throughout the year for meeting, upholding, and exceeding expectations. Additionally, besides Loretto's Mission and Vision statement being posted in every classroom, our campus has been updated and infused with positive and encouraging message banners.

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

Parents will be invited via Microsoft Teams to celebrate quarterly award ceremonies being held in classrooms conducted by teachers. Students will receive brag tags. Parents will be invited to attend monthly "Owl of the Month" ceremonies wherein students and/or teachers select a student that exhibits the character trait of the month. Those students will also receive a brag tag as well as have their pictures

publicly posted and displayed on our "Owl of the Month" bulletin board. Admin and teachers will nominate five faculty/staff members to receive the "Outstanding Owl of the Month" trophy award. Admin will also publicly post "Camp Spotlights" of things they observed teachers and staff doing around campus. Classes on every grade level will receive bi-weekly treats or prizes for following Cafeteria CHAMPs/Behavioral Expectations. Additionally, at least one faculty/staff member will be chosen weekly to receive an appreciation pin and gift card from admin. This will hopefully become a yearly tradition wherein faculty and staff will proudly display pins collected on their lanyards.

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Managing Accountability Systems	\$0.00
2	III.A.	Areas of Focus: -- Select below --:	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities	\$0.00
Total:			\$0.00