

Duval County Public Schools

# Mandarin Oaks Elementary School



## 2021-22 Schoolwide Improvement Plan

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# Mandarin Oaks Elementary School

10600 HORNETS NEST RD, Jacksonville, FL 32257

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

## Demographics

**Principal: Leigh Butterfield**

Start Date for this Principal: 7/27/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	54%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (68%) 2017-18: A (65%) 2016-17: A (68%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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](http://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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## Mandarin Oaks Elementary School

10600 HORNETS NEST RD, Jacksonville, FL 32257

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

### 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	No	34%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

### School Grades History

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

### School Board Approval

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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.**

Mandarin Oaks will provide students with engaging and challenging instruction in every classroom, for every student, every day.

**Provide the school's vision statement.**

Mandarin Oaks will inspire and prepare every student for success through active engagement in quality educational opportunities.

### 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
Butterfield, Leigh	Principal	School-based administrators serve as the primary leaders of the school for which they are responsible. They offer guidance and support to our instructional and support staff and create a positive learning environment which is centered around student success. School-based administrator positions include: Principals, associate principals, assistant principals, directors of student services, and dean of students.
Christensen, Treva	Assistant Principal	School-based administrators serve as the primary leaders of the school for which they are responsible. They offer guidance and support to our instructional and support staff and create a positive learning environment which is centered around student success. School-based administrator positions include: Principals, associate principals, assistant principals, directors of student services, and dean of students.
Evans, Melissa	Assistant Principal	School-based administrators serve as the primary leaders of the school for which they are responsible. They offer guidance and support to our instructional and support staff and create a positive learning environment which is centered around student success. School-based administrator positions include: Principals, associate principals, assistant principals, directors of student services, and dean of students.

## Demographic Information

### Principal start date

Thursday 7/27/2017, Leigh Butterfield

**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.*

8



**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.*

10

**Total number of teacher positions allocated to the school**

72

**Total number of students enrolled at the school**

959

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

7

**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	150	162	152	146	172	189	0	0	0	0	0	0	0	971
Attendance below 90 percent	0	25	21	27	40	41	0	0	0	0	0	0	0	154
One or more suspensions	0	2	1	1	1	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	1	2	0	1	0	0	0	0	0	0	0	0	4
Course failure in Math	0	0	1	1	2	0	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	9	35	30	38	103	0	0	0	0	0	0	0	215
Level 1 on 2019 statewide FSA Math assessment	0	25	45	33	62	68	0	0	0	0	0	0	0	233
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	14	28	29	43	73	0	0	0	0	0	0	0	187

**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	3	1	7	1	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

**Date this data was collected or last updated**

Thursday 9/9/2021

## 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	180	176	176	170	186	179	0	0	0	0	0	0	0	1067
Attendance below 90 percent	27	24	30	11	23	29	0	0	0	0	0	0	0	144
One or more suspensions	5	0	1	0	1	5	0	0	0	0	0	0	0	12
Course failure in ELA	1	0	4	0	0	0	0	0	0	0	0	0	0	5
Course failure in Math	0	0	1	0	1	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	48	82	65	63	30	25	0	0	0	0	0	0	0	313
Level 1 on 2019 statewide Math assessment	76	108	99	86	19	25	0	0	0	0	0	0	0	413

**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	49	75	65	56	19	22	0	0	0	0	0	0	0	286

**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	3	0	0	1	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	1	0	0	2	3	0	0	0	0	0	0	0	6

## 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	180	176	176	170	186	179	0	0	0	0	0	0	0	1067
Attendance below 90 percent	27	24	30	11	23	29	0	0	0	0	0	0	0	144
One or more suspensions	5	0	1	0	1	5	0	0	0	0	0	0	0	12
Course failure in ELA	1	0	4	0	0	0	0	0	0	0	0	0	0	5
Course failure in Math	0	0	1	0	1	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	48	82	65	63	30	25	0	0	0	0	0	0	0	313
Level 1 on 2019 statewide Math assessment	76	108	99	86	19	25	0	0	0	0	0	0	0	413

#### 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	49	75	65	56	19	22	0	0	0	0	0	0	0	286

#### 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	3	0	0	1	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	1	0	0	2	3	0	0	0	0	0	0	0	6

## 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				70%	50%	57%	70%	50%	56%
ELA Learning Gains				62%	56%	58%	60%	51%	55%
ELA Lowest 25th Percentile				54%	50%	53%	40%	46%	48%
Math Achievement				79%	62%	63%	77%	61%	62%
Math Learning Gains				82%	63%	62%	76%	59%	59%
Math Lowest 25th Percentile				68%	52%	51%	60%	48%	47%
Science Achievement				64%	48%	53%	70%	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	74%	51%	23%	58%	16%
Cohort Comparison						
04	2021					
	2019	64%	52%	12%	58%	6%
Cohort Comparison		-74%				
05	2021					
	2019	65%	50%	15%	56%	9%
Cohort Comparison		-64%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	77%	61%	16%	62%	15%
Cohort Comparison						
04	2021					
	2019	77%	64%	13%	64%	13%
Cohort Comparison		-77%				
05	2021					
	2019	76%	57%	19%	60%	16%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	65%	49%	16%	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.

Grades K-2 i-Ready

Grades 3-5 PMA

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29%	53%	76%
	Economically Disadvantaged	19%	42%	60%
	Students With Disabilities	12%	19%	47%
	English Language Learners	33%	44%	63%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23%	43%	74%
	Economically Disadvantaged	12%	27%	60%
	Students With Disabilities	0%	7%	53%
	English Language Learners	22%	22%	56%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35%	63%	76%
	Economically Disadvantaged	22%	49%	68%
	Students With Disabilities	17%	30%	48%
	English Language Learners	5%	22%	44%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24%	52%	76%
	Economically Disadvantaged	20%	37%	62%
	Students With Disabilities	26%	39%	62%
	English Language Learners	16%	22%	50%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	61%	59%	64%
	Economically Disadvantaged	49%	44%	49%
	Students With Disabilities	36%	25%	31%
	English Language Learners	21%	21%	8%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	65%	62%	60%
	Economically Disadvantaged	51%	46%	37%
	Students With Disabilities	32%	39%	32%
	English Language Learners	25%	36%	20%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53%	63%	61%
	Economically Disadvantaged	45%	45%	55%
	Students With Disabilities	38%	47%	40%
	English Language Learners	0%	11%	44%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	79%	72%	75%
	Economically Disadvantaged	76%	63%	68%
	Students With Disabilities	72%	53%	60%
	English Language Learners	44%	22%	36%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	62%	64%	66%
	Economically Disadvantaged	44%	45%	43%
	Students With Disabilities	33%	47%	26%
	English Language Learners	9%	18%	20%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	74%	72%	73%
	Economically Disadvantaged	52%	52%	48%
	Students With Disabilities	50%	56%	47%
	English Language Learners	45%	45%	44%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	60%	61%	63%
	Economically Disadvantaged	45%	49%	42%
	Students With Disabilities	33%	40%	26%
	English Language Learners	20%	10%	30%

## 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	36	52	36	43	50		39				
ELL	36	73	70	50	80		17				
ASN	85	67		90	91		87				
BLK	50	64		49	50		23				
HSP	57	57		60	62		45				
MUL	59	69		69	92		69				
WHT	69	79	67	79	78	68	74				
FRL	54	57	39	59	58	48	49				
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	38	52	59	49	71	68	26				
ELL	57	67		65	79						

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
ASN	88	76		98	90		83				
BLK	49	54	43	61	81	70	35				
HSP	63	65		83	88						
MUL	88	53		79	68		82				
WHT	72	63	56	81	82	71	68				
FRL	60	57	50	69	82	67	56				
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	43	51	38	44	63	48	29				
ELL	61	38	33	54	53						
ASN	85	67		88	71		90				
BLK	56	53	29	64	71	59	59				
HSP	60	56	50	62	71	65	43				
MUL	82	71		90	82		88				
WHT	73	60	34	81	78	59	75				
FRL	61	54	40	68	70	58	60				

### 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	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	522
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	



English Language Learners	
Federal Index - English Language Learners	55
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	47
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	54
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	72
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	73
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	53
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?

A consistent decrease of achievement among subgroups and early indicators.

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

4th ELA achievement  
3rd ELA achievement

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

Inconsistent implementation of intervention tailored to individual students needs.  
We will monitoring data- PMAs, Freckle, and student work.  
We will completed and review standards walkthroughs

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

4th and 5th grade math achievement

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

Collaborated on standards based instruction and assessments weekly.

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

Monitoring of data  
Weekly common planning and PLC  
Consistent walkthroughs

#### 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 can lead development of formative assessments.  
Share common planning norms and protocols.

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

Corrective reading in 3rd ELA  
 Benchmark Advance  
 Standards Coach  
 Instructional rounds  
 Lesson study cycles

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Instructional Practice specifically relating to ELA

<b>Area of Focus Description and Rationale:</b>	64% of 3rd graders scored a 3 or above on the ELA FSA this is a decrease from the previous year of 74%.
<b>Measurable Outcome:</b>	75% of 3rd graders will score a 3 or higher on the 2021-2022 ELA FSA.
<b>Monitoring:</b>	<ul style="list-style-type: none"> <li>-SWT data -evaluated by leadership team weekly</li> <li>-We will ensure that teachers are implementing the feedback and next steps from Standards Coach.</li> <li>-Coaching log will be maintained</li> <li>-Corrective Reading Program data tracking monthly.</li> <li>-Additional LPQ tracking with interventions and monitored by admin</li> <li>-During common planning teachers will bring student work (that meets the standards), small group instruction lessons and teacher created assessments.</li> </ul>
<b>Person responsible for monitoring outcome:</b>	Leigh Butterfield (butterfieldl@duvalschools.org)
<b>Evidence-based Strategy:</b>	<ul style="list-style-type: none"> <li>-Data chats and folders</li> <li>-Individual needs focused</li> <li>- Making learning visible by creating visuals and references around the room.</li> <li>-Utilizing text that correlate with the state standards and implementing their intentional.</li> <li>-Utilizing the Benchmark Advance 3rd grade intervention kit</li> </ul>
<b>Rationale for Evidence-based Strategy:</b>	Now that we know all of our kids are back in the building we want to utilize the strategies that will help them the most. Data chats to increase student accountability.

#### Action Steps to Implement

Testing and placement of selected students will be placed in corrective reading groups by admin  
 Create staggered schedule in 45 minute blocks for students to be seen each day by admin

**Person Responsible** Leigh Butterfield (butterfieldl@duvalschools.org)

**#2. Instructional Practice specifically relating to Science**

<b>Area of Focus Description and Rationale:</b>	Science has been consistently decreasing over the past 3 years despite efforts to increase proficiency.
<b>Measurable Outcome:</b>	Science scores will increase to 73% of achievement on the 2021-2022 NGSSS.
<b>Monitoring:</b>	We will ensure a quarter of our 5th grade walkthroughs are done during the science block. We will monitor and adjust instructions based on PMA scores.
<b>Person responsible for monitoring outcome:</b>	Leigh Butterfield (butterfieldl@duvalschools.org)
<b>Evidence-based Strategy:</b>	Ensure time for science/math and ELA teachers to collaborate to strengthening the science-reading connection.
<b>Rationale for Evidence-based Strategy:</b>	We feel that a gap exists between what the students know and what they can demonstrate on the NGSSS included but no limited to using context clues, vocabulary and synthesizing.

**Action Steps to Implement**

- Monitoring PMA data
- Focusing standards walkthroughs on looking for equivalent assessment experiences in the science block.

**Person Responsible** Leigh Butterfield (butterfieldl@duvalschools.org)

**#3. Instructional Practice specifically relating to Standards-aligned Instruction**

<b>Area of Focus Description and Rationale:</b>	Our leadership team needs to establish a shared vision for excellent instruction due to the fact that we are a new team.
<b>Measurable Outcome:</b>	To improve standards based instruction across grade levels and content areas resulting in an 11 points school wide increase.
<b>Monitoring:</b>	Standards walkthrough tool collaboration weekly. Leadership meetings Collaborating on school wide data- I-ready, PMA, achieve, and freckle.
<b>Person responsible for monitoring outcome:</b>	Leigh Butterfield (butterfieldl@duvalschools.org)
<b>Evidence-based Strategy:</b>	Professional learning communities
<b>Rationale for Evidence-based Strategy:</b>	It is important that students are working on task that are aligned to grade level standards and these walkthroughs will assist in leading the discussions during PLCs.

**Action Steps to Implement**

- PLCs with teachers
- Collaboration on walkthroughs with admin team.

**Person Responsible** Leigh Butterfield (butterfieldl@duvalschools.org)

**#4. Instructional Practice specifically relating to Collaborative Planning**

<b>Area of Focus</b>	Based on the 5 Essentials Survey, teachers rated collective responsibility as neutral (48%).
<b>Description and Rationale:</b>	Teachers feel neutral that they share a strong sense of responsibility for student development, school improvement, and professional growth.
<b>Measurable Outcome:</b>	Teachers will engage in in-district professional development, attend vertical alignment committee meetings, and have opportunities to provide their knowledge with peer instruction. As a result, teachers will rate collective responsibility at least strong on the 5 Essentials Survey.
<b>Monitoring:</b>	It will be monitored monthly through active participation in professional development, vertical standards alignment activities, and attend peer instructional meetings. Teachers will be able to pick from a menu of choices of professional development. Another monitoring piece is that surveys will be sent out to monitor teacher's opinions on collective responsibility.
<b>Person responsible for monitoring outcome:</b>	Leigh Butterfield (butterfieldl@duvalschools.org)
<b>Evidence-based Strategy:</b>	Peer instruction gives teachers the opportunity to take ownership of their knowledge and the impact on the school they are making. Teachers will be able to share and gain ideas and inspiration from each other. It will engage teachers in discussion about effective instructional practices and vertical standards alignment throughout grade levels and content areas.
<b>Rationale for Evidence-based Strategy:</b>	Peer instruction is an instructional strategy that encourages teachers to verbalize their thoughts, answers, and selection rationale, actively listen to their peer's rationale, and critically compare/contrast their explanations with those of others. This is an important tool for building a collective responsibility culture.

**Action Steps to Implement**

Monthly professional development opportunities.  
Standards alignment activities and committees.  
Monthly opportunities for teachers to share their expertise with peers.

**Person Responsible** Leigh Butterfield (butterfieldl@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.

**We continue monitor school discipline.**

**Implement PBIS strategies.**

**Designate time on the schedule for PBIS team to meet.**

**Office managed and classroom managed referrals.**

**Ensure that safety protocols are followed during morning arrival and afternoon dismissal and implement new safety strategies as needed.**

#### **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.**

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 ensuring all stakeholders are involved.

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

An objective observer need not look long to find ample evidence of Mandarin Oaks' healthy culture, which is often summarized with the word, "family". It is the explicitly stated directive by myself and leadership that students should feel that a day at MOE should feel as joyous and positive as a trip to Disney. To that end, a variety of strategic and meaningful systems are in place to encourage positive engagement among students, teachers, staff and other

members of the Mandarin Oaks Community. Our vision and mission statement can be seen manifest throughout the school community. From the most novice to most experienced teachers, the faculty and staff understand and embrace our vision and mission as evidenced through their discussion and collaboration in Professional Learning Communities, faculty meetings and professional development sessions. The students exhibit and embody our direction through their ownership of their own learning in the classroom and meeting the daily challenge of high expectations communicated consistently by their teachers. Parents and other various stakeholders share in our stated purpose through the priorities and policies that are developed through collaborative bodies such as our School Advisory Committee and Parent Teacher Association. Even families that newly enroll to Mandarin Oaks often report that our reputation for equitable, quality instruction was something about which they were fully aware when they decided to become a part of the MOE family. Our PTA plays a huge role in producing programs which strengthen school culture. Events include Family Fall Festival, Student Social, Spirit Nights, Family Dance, Muffins with Mom/Donuts with Dad, Grandparents day, Family Movie Nights and a bevy of other items which produce stronger bonds among students and other stakeholders. Mandarin Oaks also recognizes the need to be proactive and preventative in our support for students who demonstrate at-risk indicators such as family struggles, aggressive behaviors, social/emotional needs or excessive absences. The support community of teachers, administration and school counselors work to identify student needs and address them in a holistic fashion that provides services and resources to students and their families to ensure their hierarchy of needs is fulfilled to enable students to access meaningful instruction.

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
Total:			\$0.00