Duval County Public Schools

Holiday Hill Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

Holiday Hill Elementary School

6900 ALTAMA RD, Jacksonville, FL 32216

http://www.duvalschools.org/holidayhill

Demographics

Principal: Matthew Peterson

Start Date for this Principal: 7/28/2021

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	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	76%
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: B (57%) 2017-18: C (53%) 2016-17: A (62%)
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.

Table of Contents

Holiday Hill Elementary School

6900 ALTAMA RD, Jacksonville, FL 32216

http://www.duvalschools.org/holidayhill

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	74%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

Holiday Hill creates an engaging learning environment where students collaborate, take ownership of their learning, and demonstrate a passion for knowledge. We build confident leaders by providing safe, supportive, and positive relationships between students, faculty and members of the community. Holiday Hill cultivates success in every student, every day!

Provide the school's vision statement.

All members of the Holiday Hill community are committed to inspire and educate our students to achieve individual excellence and become leaders in society.

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
Peterson, Matt	Principal	Cultivate a positive culture and climate, monitor student achievement, build teacher leaders, provide professional development, implement and adhere to safety guidelines to ensure student safety.
Oneal, Amber	Assistant Principal	Cultivate a positive culture and climate, monitor student achievement, build teacher leaders, provide professional development, implement and adhere to safety guidelines to ensure student safety.
Minton, Schantel	Assistant Principal	Cultivate a positive culture and climate, monitor student achievement, build teacher leaders, provide professional development, implement and adhere to safety guidelines to ensure student safety.
Fleming, Michele	Instructional Coach	Ensures high quality instruction via the coaching model, co-planning, co-teaching, and providing feedback to teachers. Provides professional development to meet the needs of the teachers and students.
Gersten, Michelle	Teacher, ESE	Cultivate a positive culture and climate, monitor student achievement, build teacher leaders, provide professional development, implement and adhere to safety guidelines to ensure student safety.
Hutto, Amanda	Teacher, ESE	Cultivate a positive culture and climate, monitor student achievement, build teacher leaders, provide professional development, implement and adhere to safety guidelines to ensure student safety.

Demographic Information

Principal start date
Wednesday 7/28/2021, Matthew Peterson

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.*
11

Total number of teacher positions allocated to the school
39

Total number of students enrolled at the school
550

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 7/28/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	61	99	94	95	87	94	0	0	0	0	0	0	0	530
Attendance below 90 percent	9	14	16	18	23	18	0	0	0	0	0	0	0	98
One or more suspensions	3	6	5	8	6	2	0	0	0	0	0	0	0	30
Course failure in ELA	3	0	5	0	0	0	0	0	0	0	0	0	0	8
Course failure in Math	2	1	0	0	0	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	14	45	42	34	20	28	0	0	0	0	0	0	0	183
Level 1 on 2019 statewide Math assessment	23	54	45	40	19	17	0	0	0	0	0	0	0	198

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	16	43	37	35	24	17	0	0	0	0	0	0	0	172

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	0	5	0	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	1	1	3	0	0	0	0	0	0	0	5

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	61	99	94	95	87	94	0	0	0	0	0	0	0	530
Attendance below 90 percent	9	14	16	18	23	18	0	0	0	0	0	0	0	98
One or more suspensions	3	6	5	8	6	2	0	0	0	0	0	0	0	30
Course failure in ELA	3	0	5	0	0	0	0	0	0	0	0	0	0	8
Course failure in Math	2	1	0	0	0	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	14	45	42	34	20	28	0	0	0	0	0	0	0	183
Level 1 on 2019 statewide Math assessment	23	54	45	40	19	17	0	0	0	0	0	0	0	198

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	16	43	37	35	24	17	0	0	0	0	0	0	0	172

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	0	5	0	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	1	1	3	0	0	0	0	0	0	0	5

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				58%	50%	57%	59%	50%	56%
ELA Learning Gains				57%	56%	58%	58%	51%	55%
ELA Lowest 25th Percentile				45%	50%	53%	36%	46%	48%
Math Achievement				65%	62%	63%	70%	61%	62%
Math Learning Gains				65%	63%	62%	61%	59%	59%
Math Lowest 25th Percentile				51%	52%	51%	29%	48%	47%
Science Achievement				60%	48%	53%	57%	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	51%	51%	0%	58%	-7%
Cohort Comparison						
04	2021					
	2019	49%	52%	-3%	58%	-9%
Cohort Comparison		-51%				
05	2021					
	2019	63%	50%	13%	56%	7%
Cohort Comparison		-49%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	60%	61%	-1%	62%	-2%
Cohort Comparison						
04	2021					
	2019	70%	64%	6%	64%	6%
Cohort Comparison		-60%				
05	2021					
	2019	60%	57%	3%	60%	0%
Cohort Comparison		-70%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	55%	49%	6%	53%	2%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

A combination of IReady, Imagine Learning, ACALETICS, PMA, Achieve, and Freckle assessments will be utilized throughout the year.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	IReady	IReady	IReady
	Economically Disadvantaged	IReady	IReady	IReady
	Students With Disabilities	IReady	IReady	IReady
	English Language Learners	IReady and Imagine Learning	IReady and Imagine Learning	IReady and Imagine Learning
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	IReady	IReady	IReady
	Economically Disadvantaged	IReady	IReady	IReady
	Students With Disabilities	IReady	IReady	IReady
	English Language Learners	IReady and Imagine Learning	IReady and Imagine Learning	IReady and Imagine Learning

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	IReady	IReady	IReady
	Economically Disadvantaged	IReady	IReady	IReady
	Students With Disabilities	IReady	IReady	IReady
	English Language Learners	IReady and Imagine Learning	IReady and Imagine Learning	IReady and Imagine Learning
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	IReady and ACALETICS	IReady and ACALETICS	IReady and ACALETICS
	Economically Disadvantaged	IReady and ACALETICS	IReady and ACALETICS	IReady and ACALETICS
	Students With Disabilities	IReady and ACALETICS	IReady and ACALETICS	IReady and ACALETICS
	English Language Learners	IReady, ACALETICS	IReady, ACALETICS	IReady, ACALETICS

Grade 3				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	Achieve, Freckle, PMA	Achieve, Freckle, PMA	Achieve, Freckle, PMA
	Economically Disadvantaged	Freckle, PMA	Freckle, PMA	Freckle, PMA
	Students With Disabilities	Freckle, PMA	Freckle, PMA	Freckle, PMA
	English Language Learners	Freckle, PMA, Imagine Learning	Freckle, PMA, Imagine Learning	Freckle, PMA, Imagine Learning
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	Freckle, PMA, ACALETICS	Freckle, PMA, ACALETICS	Freckle, PMA, ACALETICS
	Economically Disadvantaged	Freckle, PMA, ACALETICS	Freckle, PMA, ACALETICS	Freckle, PMA, ACALETICS
	Students With Disabilities	Freckle, PMA, ACALETICS	Freckle, PMA, ACALETICS	Freckle, PMA, ACALETICS
	English Language Learners	Freckle, PMA, ACALETICS	Freckle, PMA, ACALETICS	Freckle, PMA, ACALETICS

Grade 4				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	Achieve, Freckle, PMA	Achieve, Freckle, PMA	Achieve, Freckle, PMA
	Economically Disadvantaged	Freckle, PMA	Freckle, PMA	Freckle, PMA
	Students With Disabilities	Freckle, PMA	Freckle, PMA	Freckle, PMA
	English Language Learners	Freckle, PMA	Freckle, PMA	Freckle, PMA
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	Freckle, PMA, ACALETICS	Freckle, PMA, ACALETICS	Freckle, PMA, ACALETICS
	Economically Disadvantaged	Freckle, PMA, ACALETICS	Freckle, PMA, ACALETICS	Freckle, PMA, ACALETICS
	Students With Disabilities	Freckle, PMA, ACALETICS	Freckle, PMA, ACALETICS	Freckle, PMA, ACALETICS
	English Language Learners	Freckle, PMA, ACALETICS	Freckle, PMA, ACALETICS	Freckle, PMA, ACALETICS

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	Achieve, Freckle, PMA	Achieve, Freckle, PMA	Achieve, Freckle, PMA
	Economically Disadvantaged	Freckle, PMA	Freckle, PMA	Freckle, PMA
	Students With Disabilities	Freckle, PMA	Freckle, PMA	Freckle, PMA
	English Language Learners	Freckle, PMA	Freckle, PMA	Freckle, PMA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	Freckle, PMA, ACALETICS	Freckle, PMA, ACALETICS	Freckle, PMA, ACALETICS
	Economically Disadvantaged	Freckle, PMA, ACALETICS	Freckle, PMA, ACALETICS	Freckle, PMA, ACALETICS
	Students With Disabilities	Freckle, PMA, ACALETICS	Freckle, PMA, ACALETICS	Freckle, PMA, ACALETICS
	English Language Learners	Freckle, PMA, ACALETICS	Freckle, PMA, ACALETICS	Freckle, PMA, ACALETICS
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	PMA	PMA	PMA
	Economically Disadvantaged	PMA	PMA	PMA
	Students With Disabilities	PMA	PMA	PMA
	English Language Learners	PMA	PMA	PMA

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	23	17	23	25	23	14	24				
ELL	46			62							
ASN	81			94							
BLK	39	36		31	23		9				
HSP	48	33		57	53		50				
MUL	45			55							
WHT	64	45		68	57		67				
FRL	43	22	21	44	38	17	27				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	46	47	26	52	45	16				
ELL	46	78		54	72		45				
ASN	60			90							
BLK	29	46	24	41	50	42	36				
HSP	63	68	60	65	74	60	63				
MUL	80	84		75	58		64				
WHT	66	51	53	74	69	55	69				
FRL	41	53	47	49	60	56	43				

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	23	35	32	28	26	15	26				
ELL	15	35	33	46	50						
BLK	34	41	25	58	53	33	33				
HSP	42	58		61	52						
MUL	78	67		91	83						
WHT	71	64	36	75	63	27	68				
FRL	49	49	32	62	54	32	48				

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	43
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	53
Total Points Earned for the Federal Index	343
Total Components for the Federal Index	8
Percent Tested	93%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
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	54
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	88
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	28
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	48
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	50
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	60
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	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

4th grade Reading and Writing-Lack of teaching to the Reading and Writing standards. Unclear expectations for utilizing the standards during instruction.

3rd and 5th grade Math-Lack of pedagogy and lack of differentiation in the classroom. Lack of engagement and no follow-up on check for understanding.

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

5th grade Math. Lack of pedagogy and lack of differentiation in the classroom. Lack of engagement and no follow-up on understanding of content. No check for understanding. Lack of classroom management.

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

4th grade ELA. Lack of rigor and text in hand. Students are not exposed to the complexity of the standard. Lack of differentiation.

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

4th grade Math: Math interventionist in place. Differentiation based on their previous math data performance.
5th grade ELA: Professional relationships were established and strengthened throughout the year.

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

Attendance rates, small group instruction, data-specific professional development.

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

A designated RTI block for targeted remediation.

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.

District-wide specialist support. Administrative-level study of best practices. Peer-reviewed educational literature.

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

1. Ensure standards based teaching.
2. Differentiation.
3. Continue with collaborative professional development.
4. Focus on de-escalation strategies: proactive approach towards behaviors.
5. Strengthen relationships with community stakeholders.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Professional Development will continue to focus on the implementation of the learning arcs and standards walkthrough tool. During the 2020-2021 school year, the school district noticed the lack of instructional task alignment to the standards Tasks aligned to the standard is critical in ensuring students are capable of learning, retaining, and applying to the mastery of the standard.
Measurable Outcome:	After a two week cycle of using the standards walkthrough tool, all grade levels would have been visited. Next, administration will collaborate based on the trends from the standards walk-through tool to determine next steps for the school and /or grade level. The outcome to observe is to increase in rating from the previous walkthrough tool rating.
Monitoring:	Through common planning sessions, early release training, and professional development opportunities throughout the year.
Person responsible for monitoring outcome:	Matt Peterson (petersonm1@duvalschools.org)
Evidence-based Strategy:	Implementation of the Education Resources Information Center. This site has a variety of evidence-based and research-based journals and/or articles that would benefit the support increasing implementing effective strategies in the classroom.
Rationale for Evidence-based Strategy:	The peer reviewed articles provide evidence based strategies to support our way of work of using the standards walkthrough tool to support student and teacher in the classroom.

Action Steps to Implement

The implementation of common planning and professional learning communities to support our students with disabilities will be utilized on a weekly basis.

Person Responsible [no one identified]

#2. 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 42%, 4th grade is 47%, and 5th grade is 51%. 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:	Matt Peterson (petersonm1@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   Matt Peterson (petersonm1@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   Matt Peterson (petersonm1@duvalschools.org)

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

Person Responsible   Matt Peterson (petersonm1@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the 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.

The leadership team has also prioritized student attendance and out-of-school suspensions as areas for growth on our campus. Our team will continue to provide supportive resources to families and work with each child in developing de-escalation strategies to shape 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.

The following organizations and resources are incorporated through the instructional day. The desired outcome is to develop the whole child (academically, socially, and emotionally).

PTA events to celebrate student and adult-learners
SAC meetings to discuss policy and compliance
Faith-based partners provide mentoring and encouragement:
Parent Involvement Room
Calm Classroom techniques and scripts
School-based celebrations, such as : award ceremonies, Literacy Parade, Science Fairs, academic celebrations, Super Scholar Celebrations
Mindfulness resources
Duval/Parent Nights.

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

The following organizations and resources are incorporated through the instructional day. The desired outcome is to develop the whole child (academically, socially, and emotionally).

PTA events to celebrate student and adult-learners
SAC meetings to discuss policy and compliance
Faith-based partners provide mentoring and encouragement:
Parent Involvement Room
Calm Classroom techniques and scripts
School-based celebrations, such as : award ceremonies, Literacy Parade, Science Fairs, academic

celebrations, Super Scholar Celebrations
Mindfulness resources
Duval/Parent Nights.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	**$0.00**