Duval County Public Schools

Jacksonville Heights Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

Jacksonville Heights Elementary School

7750 TEMPEST ST S, Jacksonville, FL 32244

http://www.duvalschools.org/jhe

Demographics

Principal: Candice Glover V

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (41%) 2017-18: C (46%) 2016-17: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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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 KG-5	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

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

School Board Approval

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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.

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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.

It is the mission of Jacksonville Heights Elementary to establish a safe and nurturing learning environment that promotes high level, quality instruction and services that meet the needs of the whole child in every classroom, every day.

Provide the school's vision statement.

The vision of Jacksonville Heights Elementary is to provide excellence for every student so that they have the skills necessary to become lifelong learners and productive citizens of the 21st century.

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
Williams Scott, Andrea	Principal	
Walker, Yolanda	Instructional Coach	
Greene, Jeremy	Instructional Coach	

Demographic Information

Principal start date
Sunday 7/1/2018, Candice Glover V

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.*
29

Total number of teacher positions allocated to the school
34

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.
3

Identify the number of instructional staff who joined the school during the 2021-22 school year.
2

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

Friday 7/30/2021

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	88	101	81	98	99	116	0	0	0	0	0	0	0	583
Attendance below 90 percent	41	45	31	34	30	52	0	0	0	0	0	0	0	233
One or more suspensions	6	6	3	13	11	26	0	0	0	0	0	0	0	65
Course failure in ELA	2	3	1	0	1	0	0	0	0	0	0	0	0	7
Course failure in Math	2	5	0	0	3	0	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide ELA assessment	50	67	61	62	40	41	0	0	0	0	0	0	0	321
Level 1 on 2019 statewide Math assessment	63	80	62	74	43	48	0	0	0	0	0	0	0	370

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	53	74	61	65	48	53	0	0	0	0	0	0	0	354

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	4	1	0	3	1	0	0	0	0	0	0	0	11
Students retained two or more times	0	2	2	0	3	2	0	0	0	0	0	0	0	9

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	88	101	81	98	99	116	0	0	0	0	0	0	0	583
Attendance below 90 percent	41	45	31	34	30	52	0	0	0	0	0	0	0	233
One or more suspensions	6	6	3	13	11	26	0	0	0	0	0	0	0	65
Course failure in ELA	2	3	1	0	1	0	0	0	0	0	0	0	0	7
Course failure in Math	2	5	0	0	3	0	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide ELA assessment	50	67	61	62	40	41	0	0	0	0	0	0	0	321
Level 1 on 2019 statewide Math assessment	63	80	62	74	43	48	0	0	0	0	0	0	0	370

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	53	74	61	65	48	53	0	0	0	0	0	0	0	354

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	4	1	0	3	1	0	0	0	0	0	0	0	11
Students retained two or more times	0	2	2	0	3	2	0	0	0	0	0	0	0	9

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				30%	50%	57%	32%	50%	56%
ELA Learning Gains				49%	56%	58%	47%	51%	55%
ELA Lowest 25th Percentile				44%	50%	53%	47%	46%	48%
Math Achievement				38%	62%	63%	45%	61%	62%
Math Learning Gains				49%	63%	62%	56%	59%	59%
Math Lowest 25th Percentile				46%	52%	51%	40%	48%	47%
Science Achievement				30%	48%	53%	55%	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	26%	51%	-25%	58%	-32%
Cohort Comparison						
04	2021					
	2019	29%	52%	-23%	58%	-29%
Cohort Comparison		-26%				
05	2021					
	2019	30%	50%	-20%	56%	-26%
Cohort Comparison		-29%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	24%	61%	-37%	62%	-38%
Cohort Comparison						
04	2021					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	37%	64%	-27%	64%	-27%
Cohort Comparison		-24%				
05	2021					
	2019	48%	57%	-9%	60%	-12%
Cohort Comparison		-37%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	28%	49%	-21%	53%	-25%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Kindergarten - iReady Reading and Math
First Grade - iReady Reading and Math
Second Grade - i Ready Reading and Math
Third Grade - iReady Reading and Math
Fourth Grade - Achieve 3000 for Reading and STAR Assessment for Math
Fifth Grade - Achieve 3000, District PMA Science Assessment and STAR Assessment

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9	14	21
	Economically Disadvantaged	7	9	13
	Students With Disabilities	0	10	0
	English Language Learners	33	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9	13	22
	Economically Disadvantaged	5	4	19
	Students With Disabilities	0	13	27
	English Language Learners	0	0	0

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	8	16	23
	Economically Disadvantaged	6	12	21
	Students With Disabilities	0	0	13
	English Language Learners	0	0	20
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7	8	15
	Economically Disadvantaged	9	8	14
	Students With Disabilities	6	0	13
	English Language Learners	0	0	40

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	11	12	21
	Economically Disadvantaged	10	10	21
	Students With Disabilities	10	0	15
	English Language Learners	14	0	17
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4	8	14
	Economically Disadvantaged	0	7	15
	Students With Disabilities	0	0	0
	English Language Learners	0	0	17

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	1	6	7
	Economically Disadvantaged	0	4	6
	Students With Disabilities	0	0	0
	English Language Learners	0	0	17
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	1	8	N/A
	Economically Disadvantaged	1	8	N/A
	Students With Disabilities	0	0	N/A
	English Language Learners	9	8	N/A

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	2	5	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	2	5	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9	24	N/A
	Economically Disadvantaged	9	19	N/A
	Students With Disabilities	0	6	N/A
	English Language Learners	13	22	N/A
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	26	15
	Economically Disadvantaged	10	19	17
	Students With Disabilities	0	0	0
	English Language Learners	13	13	9

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	8	11		10	53						
ELL	14	46		29	62		9				
BLK	20	31	27	27	50	38	9				
HSP	28	47		41	53		20				
MUL	31			40							
WHT	23			37							
FRL	21	32	35	29	55	40	9				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	14	43	39	22	42	36	7				
ELL	12	31		42	63						
BLK	25	49	47	32	45	43	19				
HSP	35	44		47	59		29				
MUL	53	38		59	62						
WHT	45	56		47	50		64				
FRL	30	49	44	37	48	50	29				

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	19	38	47	29	41	35	26				
ELL	21	50		48	67						
BLK	26	44	42	38	49	35	47				
HSP	28	45	38	53	68		43				
MUL	33	43		61	71						
WHT	55	56		63	70		81				
FRL	31	46	47	44	56	40	53				

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	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	284

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	16
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	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	29
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	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES

Multiracial Students	
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	30
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
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?

Accountability areas regarding reading and math have remained stagnate for the past two accountability years. Science proficiency has decreased drastically during this same time frame.

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

The components that demonstrate the greatest need for improvement are reading and science proficiency.

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

The factors contributing to the the areas needing the most improvement are the lack of teacher knowledge on how to teach students how to read. The lack of teacher knowledge requires a significant amount of coaching. Personnel to do so is limited. Our science scores are impacted by the students inability to read and comprehend grade level text and concepts. In addition, many students are lacking the necessary schema to understand fifth grade content knowledge. As a result, fifth grade science teachers have to teach previous grade levels' content, as well as fifth grade content. This makes it difficult for the teacher to teach the entire fifth grade scope and sequence.

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

The data component that showed the most improvement is math learning gains.

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

A contributing factor for improvement was a teacher who was partially released during the school day to assist third and fourth grade classes with small group instruction. Due to the availability of the teacher, we were able to provided small group instruction to remediate math standards on a consistent basis (at least 4 times a week).

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

Strategies that need to be implemented in order to accelerate learning are finding funds to create a permanent math interventionist position. In addition, intermediate math teachers will implement reciprocal teaching to increase the students ownership of their work. It also allows opportunities for students to deepen their knowledge of mathematical concepts as they share the responsibility of teaching and learning with their teacher.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development that will be provided includes how to effectively implement reciprocal teaching strategies. In addition, math teachers will learn how to schedule their instructional time to ensure small group instruction takes place everyday. Professional development on how to effectively plan for and implement small group math instruction will take place. Intermediate teachers will determine which math strategies will be used in all intermediate grades. Teachers will create lesson plans and anchor charts to ensure the lessons are taught the same in all math classrooms.

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

To ensure sustainability, vertical planning sessions will take place wherein intermediate teachers will share the agreed upon math strategies used to solve problems. The primary teachers will decide how they can lay a foundation for the strategies prior to students getting to intermediate grades. Primary teachers will create lesson plans and anchor charts as well.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	According to our data, the first goal of focus is sharpening and increasing the consistency and fidelity of our Tier II instruction for reading. The data shows that lack of consistent, well-planned, small group instruction is negatively impacting our students' academic growth.
Measurable Outcome:	By the end of the 2021 school year, 60% of students in the lower performing quartile in reading at Jacksonville Heights Elementary School will exhibit a year's growth as evidenced by their scale score on the 2021 FSA Reading Assessment.
Monitoring:	The area of focus will be monitored through walkthroughs, informals, and annual evaluations.
Person responsible for monitoring outcome:	Andrea Williams Scott (williamsa7@duvalschools.org)
Evidence-based Strategy:	We will use researched-based resources to maintain consistent, reliable small group reading instruction. We will implement Corrective Reading for 3rd – 5th grade students. Reading Mastery will be used as a reading intervention for kindergarten through second grade students. The reading coach will design, monitor, and assess reading achievement progress weekly/biweekly. The reading coach will provide professional development, as well as complete coaching cycles with teachers as needed. The reading interventionist will provide differentiated instruction based on bi-weekly/monthly data analysis. The reading interventionist will used several researched-based resources and strategies including but not limited to Corrective Reading, Leveled Literacy Intervention (LLI), and guided reading.
Rationale for Evidence-based Strategy:	The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small group, supplementary intervention system designed for children who find reading and writing difficult. LLI is designed to bring children quickly up to grade-level competency, 14-18 weeks on average. Corrective Reading and Reading Mastery will be used simultaneously with LLI instruction. LLI is a multi-faceted program which requires students to critically think about texts before, during and after reading. Corrective Reading and Reading Mastery primary focus is phonics instruction. The two programs will provide our students with strategies needed to become fluent readers with a skill set which will assist them in critically reading and understanding texts from a variety of genres.

Action Steps to Implement	
Monitor, track, and support the Reading Mastery and Corrective Reading program through walkthroughs and meetings, ensuring the programs are being used correctly with fidelity.	
Person Responsible	Andrea Williams Scott (williamsa7@duvalschools.org)
Collaborate and plan learning tasks for students that are aligned with the depth of preidentified standards. Data from informal and formal assessments will be used in these planning sessions to ensure that targeted remediation is implemented.	
Person Responsible	Andrea Williams Scott (williamsa7@duvalschools.org)

Monitor all assessments and create reports for the administration/instructional support team to review and discuss. Based upon the data presented, the admin/instructional support team will determine next steps to deploy supports for teachers and students.

Person Responsible	Jeremy Greene (greenej1@duvalschools.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	We will focus on increasing learning gains of all students and lowest performing quartile students in math. Understanding and applying mathematical practices and mathematical facts are needed skills. Lack of mastery in the skills can affect students as they progress through mastering other skills and standards needed to show student achievement.
Measurable Outcome:	By the end of the 2021 school year, 60% of students in the lower performing quartile in math at Jacksonville Heights Elementary School will exhibit a year's growth as evidenced by their scale score on the 2021 FSA Math Assessment.
Monitoring:	This area of focus will be monitored by data analysis, walkthroughs, informals, and annual evaluations.
Person responsible for monitoring outcome:	Andrea Williams Scott (williamsa7@duvalschools.org)
Evidence-based Strategy:	Unpacking standards and planning daily small group instruction as it relates to targeted standards. Weekly observations with feedback concerning Acaletics instruction will take place. Ensure teachers are knowledgeable of all resources at the beginning of the school year. Common planning sessions will include reviewing lessons and assessments for proper alignment and remediation.
Rationale for Evidence-based Strategy:	Standards must be unpacked so that administration and teachers can properly align whole group and small group instruction to fit what the standards are asking. Acaletics will be used as a resource to support math instruction and other resources will be made known and available so that all tools are ready for student learning and remediation. Work with the standards, data analysis, and lesson planning will take place in common planning sessions.

Action Steps to Implement

Plan with teachers weekly aligning lessons to standards and differentiating instruction.

Person Responsible	Andrea Williams Scott (williamsa7@duvalschools.org)

Monitor students' progress as evidenced by their performance on formal and informal assessments.

Person Responsible	Andrea Williams Scott (williamsa7@duvalschools.org)

Monitor instruction and provide support to teachers based on walkthroughs, informals, and annual evaluations.

Person Responsible	Andrea Williams Scott (williamsa7@duvalschools.org)

Train teachers on how to effectively implement materials. Monitor the fidelity of implementation.

Person Responsible	Andrea Williams Scott (williamsa7@duvalschools.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Students are required to show a command of scientific concepts and understand the vocabulary throughout their elementary educational experience. All students from grades K-5 needs explicit instruction and interactions with scientific concepts and vocabulary. Continuous instruction in this area will better prepare students as they continue in their educational journey and increase student achievement on the Science assessment.
Measurable Outcome:	At the end of the 2021-2022 school year, 45% of the fifth grade students at Jacksonville Heights Elementary will be proficient in science as evidenced by an achievement level of 3 or higher on the state's science assessment.
Monitoring:	The area of focus will be monitored through data analysis, walkthroughs, informals, and annual evaluations.
Person responsible for monitoring outcome:	Andrea Williams Scott (williamsa7@duvalschools.org)
Evidence-based Strategy:	1. Students will receive targeted, small group instruction at least twice a week. Groups will be flexible as students master content or receive additional remediation on presented content. 2. Students will participate in interactive, engaging technology infused science lessons. 3. Supplemental materials will be used to support science instruction like Study Island, Gizmos, Performance Coach and other programs. 4. Use kid friendly, content rich science leveled books for independent reading. 5. Provide field experiences for grades K-5. 6. Tutoring for students after SAI funds are expended. 7. Secure subs for teachers to provide time for collaborative planning which will focus on data analysis and lesson planning. 8. Students receive embedded science support in ELA classes through practice with vocabulary strategies and reading comprehension through non-fiction articles on Achieve 3000 and other text.
Rationale for Evidence-based Strategy:	

Action Steps to Implement	
Plan with teachers weekly for differentiated instruction and ensure the vocabulary and scientific concepts used for instruction correlate with the state standards.	
Person Responsible	Andrea Williams Scott (williamsa7@duvalschools.org)
Train teachers on how to effectively implement materials and monitor the fidelity of implementation.	
Person Responsible	Andrea Williams Scott (williamsa7@duvalschools.org)
Plan field experiences for students.	
Person Responsible	Andrea Williams Scott (williamsa7@duvalschools.org)
Monitor students' progress as evidenced by their performance on formal and informal assessments.	

Person Responsible	Andrea Williams Scott (williamsa7@duvalschools.org)

Work collaboratively with the district science coach in our region to assist us with planning lessons and activities that are engaging.

Person Responsible	Andrea Williams Scott (williamsa7@duvalschools.org)

Partner with MOSH and other agencies to provide on-site science experiences.

Person Responsible	Andrea Williams Scott (williamsa7@duvalschools.org)

Students will participate in science discovery camps on early release Wednesdays. Students will explore concepts through various methods: vocabulary, hands-on experiments, non-fiction text, technology and wellness. These Wednesday sessions increase the motivation to learn and increase students knowledge of content. Students will reflect and respond.

Person Responsible	Andrea Williams Scott (williamsa7@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 primary concern is our students' use of violence when angry versus trying to resolve conflicts peacefully. Our school has embarked on becoming a Trauma Informed Care School. This training helps us to become aware of why students react to certain stimuli in certain ways and will provide us with proactive strategies to recognize trouble early and resolving it prior to it escalating to violent behavior.

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.

This school year our focus will be on dealing with trauma for our students. Our students are important stakeholders and an important part of the school culture and environment. Trainings were held towards the

end of last school year about trauma-informed care and other ways to interact with and handle students. The training information learned last year will be put into place this year to interact and care for our students another way, making sure we are doing everything best for their needs. Students who feel supported completely can learn better and achieve better. Also, work was done with this same program and through the principal's leadership about self care. Faculty meetings towards the end of the year last year focused on self care and that work will be continued throughout the year. School staff that ensures they are fit physically, emotionally, and mentally can better serve each other and the students. The goal is to have everyone being their best self. Staff and students being in an environment where everyone looks out for the other and ensures that all needs are being met. Collaboration and accountability is another aspect of the environment that is key. Administration, teachers, families, and students will all collaborate and be sure to hold all accountable for the work done this school year. Communication and expectations will be key. The school and community will have constant communication detailing important information as well as the expectations for the school year. The plan for this year is to have everyone all in, focused on improving student achievement and making Jacksonville Heights Elementary a model for schools across Duval County Public Schools.

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

Administration: Administration is the tone setter. We have to lead by example and show all stakeholders through actions what the culture and environment at Jacksonville Heights Elementary is like. We must be at the front of the line showing and using the trauma-informed care strategies that were learned through professional development. Modeling and actually collaborating and holding ourselves accountable goes a long way into showing others the expectations.

Teachers: The teachers are the reflection of administration. The teachers carry out the mission and follow the lead of admin. They support the practices put in place and help carry out the vision and mission of the school.

Students :The students are the clients. The environment they come to everyday should be one that shows high expectations, collaboration, acceptance, and accountability. They see the examples from admin and the teachers so they model that throughout the school. All are responsible for contributing to the learning environment and making Jacksonville Heights Elementary a safe and model place to learn.

Community: The community is responsible for supporting the school and all stakeholders. All stakeholders are the community. Positive relationships will be formed by having continuous communication with the community and asking for feedback when needed.