Sadie T. Tillis Elementary School

2021-22 Schoolwide Improvement Plan

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Sadie T. Tillis Elementary School

6084 MORSE AVE, Jacksonville, FL 32244

http://www.duvalschools.org/sadietillis

Demographics

Principal: Helen Dunbar

Start Date for this Principal: 7/1/2019

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 (50%) 2017-18: C (49%) 2016-17: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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6084 MORSE AVE, Jacksonville, FL 32244

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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	90%

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

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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.

As a faculty and staff we are committed to providing a safe environment that promotes social emotional growth, while placing the highest priority on rigorous standards based instruction and learning so that students think critically, meet learning targets, and experience academic growth and success.

Provide the school's vision statement.

Students of Sadie T. Tillis Elementary School will receive a quality education that develops the whole child, inspires life-long learning, and prepares students for college and career.

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
Dunbar, Helen	Principal	Ensures the highest academic standards and a safe and secure learning environment for all students. Leads, manages, supervises, and administers all programs, policies and activities of the school. Monitors instruction, ensures implementation of district curriculum and assesses effectiveness of instructional and support personnel. Ensures a safe and secure learning environment through the systematic implementation of Positive Behavior Intervention Supports and other appropriate preventive strategies. Supervises the school's instructional program through the evaluation of lesson planning, systematic monitoring of curriculum and instruction, and targeted feedback aligned with the Florida Education Accomplished Practices (FEAPs). Administers managerial functions of the school to include efficient and strategic preparation of the school's budget in alignment with school performance initiatives, maintenance of the school facility, and other operational functions impacting student learning.
Perry, Danielle	Assistant Principal	Serves as Assistant Principal of the learning community. Develops, articulates, communicates, and implements a shared vision that is supported by the larger organization and the school community. Monitors the success of all students in the learning environment; aligns the curriculum, instruction, and assessment processes to promote effective student performance; and uses a variety of benchmarks, learning, and expectations feedback measures to ensure accountability for all participants engaged in the educational process. Promotes a positive learning culture; provides an effective instructional program; and applies best practices to student learning, especially in the area of reading and other foundational skills.
Shako, Sherell	Math Coach	Improves math instruction and content knowledge by coaching, training, and supporting schoolbased mathematics teachers. Assist school administrators and math teachers with analysis of school, class, and individual student data to determine needs in mathematics. Conducts focus walks with state, district, and/or school-based personnel to collect and analyze data to plan for instruction and professional development. Assists mathematics teachers with planning instruction and assessments based on national and state standards and benchmarks; use of pacing charts and instructional strategies and materials; and use of data from formative assessments and district assessments to improve instruction.
	Reading Coach	Samantha Hayes-Harney: Assists school administrators, school-based reading coaches, and teachers with analysis of school, class, and individual student data to determine needs in reading and ELA. Models and conducts focus walks with school-based personnel to collect and

Name	Position Title	Job Duties and Responsibilities
		analyze data to plan for instruction and professional development. Provides daily support to classroom teachers in each of the major reading components based on an analysis of student performance data. Models effective instructional strategies for teachers through co-teaching in classrooms, coaching, mentoring and facilitating study groups. Interprets state and district mandates for teachers and math coaches, and how these mandates support student achievement. Supports teachers and reading coaches with planning instruction to meet student needs through differentiated.
Hinson, April		Provides daily support to classroom teachers in each of the major reading components based on an analysis of student performance data. Provide extended support in reading with lowest performance readers.
Lewis, Jacqueline	Teacher, K-12	Educator for 10 years Highly Qualified Teacher of the Year 2018-2019 Certification: Elementary Education (K-6)

Guides the learning process toward the achievement of curriculum goals and in harmony with the goals, establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved. Strives to implement, by instruction and action, the District's philosophy of education and instructional goals and objectives. |
| Johnson, Latona | School Counselor | Guides the learning process toward the achievement of curriculum goals and in harmony with the goals, establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students. Strives to implement, by instruction and action, the District's philosophy of education and instructional goals and objectives. Conducts classroom guidance activities focused on academic, career, and social emotional learning. Makes student referrals to school and community agencies and provides regular and appropriate feedback to |

Name	Position Title	Job Duties and Responsibilities
		teachers. Provides students, parents, and teachers with appropriate and necessary support, consultative services, and training.

Demographic Information

Principal start date
Monday 7/1/2019, Helen Dunbar

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.*
0

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.*
0

Total number of teacher positions allocated to the school
19

Total number of students enrolled at the school
463

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.
3

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	75	77	67	75	71	73	0	0	0	0	0	0	0	438
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	2	15	27	42	30	49	0	0	0	0	0	0	0	165

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	3	4	4	11	11	0	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	1	2	4	5	0	0	0	0	0	0	0	12

Date this data was collected or last updated

Friday 8/20/2021

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	56	71	72	84	73	78	0	0	0	0	0	0	0	434
Attendance below 90 percent	35	31	20	40	29	39	0	0	0	0	0	0	0	194
One or more suspensions	0	0	0	8	2	14	0	0	0	0	0	0	0	24
Course failure in ELA	33	1	0	8	0	0	0	0	0	0	0	0	0	42
Course failure in Math	33	1	0	12	0	0	0	0	0	0	0	0	0	46
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	41	54	57	65	51	59	0	0	0	0	0	0	0	327

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	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	7	5	7	13	8	0	0	0	0	0	0	0	0	40

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	75	77	67	75	71	73	0	0	0	0	0	0	0	438
Attendance below 90 percent	1	23	19	31	32	23	0	0	0	0	0	0	0	129
One or more suspensions	0	2	0	1	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	2	1	1	1	4	0	0	0	0	0	0	0	0	9
Course failure in Math	2	2	1	0	1	0	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	40	27	54	0	0	0	0	0	0	0	121
Level 1 on 2019 statewide Math assessment	0	0	0	46	33	47	0	0	0	0	0	0	0	126

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	41	54	57	65	51	59	0	0	0	0	0	0	0	327

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	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	7	5	7	13	8	0	0	0	0	0	0	0	0	40

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				38%	50%	57%	38%	50%	56%
ELA Learning Gains				46%	56%	58%	43%	51%	55%
ELA Lowest 25th Percentile				36%	50%	53%	44%	46%	48%
Math Achievement				55%	62%	63%	55%	61%	62%
Math Learning Gains				64%	63%	62%	61%	59%	59%
Math Lowest 25th Percentile				70%	52%	51%	46%	48%	47%
Science Achievement				43%	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	35%	51%	-16%	58%	-23%
Cohort Comparison						
04	2021					
	2019	34%	52%	-18%	58%	-24%
Cohort Comparison		-35%				
05	2021					
	2019	29%	50%	-21%	56%	-27%
Cohort Comparison		-34%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	49%	61%	-12%	62%	-13%
Cohort Comparison						
04	2021					
	2019	47%	64%	-17%	64%	-17%
Cohort Comparison		-49%				
05	2021					
	2019	42%	57%	-15%	60%	-18%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	37%	49%	-12%	53%	-16%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

K-2 iReady Diagnostics (Reading and Math)
3rd-5th District Progress Monitoring Assessment (Reading and Math)

Grade 1				
English Language Arts	**Number/% Proficiency**	Fall	Winter	Spring
	All Students	19	20	48
	Economically Disadvantaged	19	20	48
	Students With Disabilities			
	English Language Learners			
Mathematics	**Number/% Proficiency**	Fall	Winter	Spring
	All Students	20	28	47
	Economically Disadvantaged	20	28	47
	Students With Disabilities			
	English Language Learners			

Grade 2				
English Language Arts	**Number/% Proficiency**	Fall	Winter	Spring
	All Students	14	18	38
	Economically Disadvantaged	14	18	38
	Students With Disabilities			
	English Language Learners			
Mathematics	**Number/% Proficiency**	Fall	Winter	Spring
	All Students	8	15	33
	Economically Disadvantaged	8	15	33
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	8	18	16
	Economically Disadvantaged	8	18	16
	Students With Disabilities	0	0	0
	English Language Learners	2	2	3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27	16	19
	Economically Disadvantaged	27	16	19
	Students With Disabilities	2	2	2
	English Language Learners	2	2	2

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23	17	14
	Economically Disadvantaged	23	17	14
	Students With Disabilities	0	0	1
	English Language Learners	1	1	2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11	15	14
	Economically Disadvantaged	11	15	14
	Students With Disabilities	0	1	1
	English Language Learners	0	1	1

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24	20	25
	Economically Disadvantaged	24	20	25
	Students With Disabilities	0	0	0
	English Language Learners	0	0	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	36	13	11
	Economically Disadvantaged	36	13	11
	Students With Disabilities	1	0	0
	English Language Learners	3	3	2
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	15	17	8
	Economically Disadvantaged	15	17	8
	Students With Disabilities	0	0	0
	English Language Learners	1	2	0

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	13			13							
ELL	22			37							
BLK	14	24	25	18	27	33	9				
HSP	29	45		39	70						
MUL	33			20							
WHT	31			31							
FRL	19	28	21	24	29	38	15				
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	24	27	20	34	50	59	25				
ELL	29	52	38	46	68	71	17				
BLK	35	46	31	53	66	63	39				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	34	36	38	53	65	83	25				
MUL	65	73		76	73						
WHT	40	46		52	43						
FRL	34	43	38	54	64	74	40				
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	18	27	27	35	55	36	29				
ELL	13	14	10	40	53	40					
BLK	34	41	54	52	54	43	42				
HSP	37	48		53	65	40	71				
MUL	50	54		61	69						
WHT	49	43		64	70						
FRL	38	43	44	53	60	47	54				

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	29
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	231
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	13
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	36
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	21
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	27
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	31
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	27
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?

ELA Achievement continues to trend across grade levels as the most challenging content area for improvement. The lowest 25 percentile in each grade level is not showing significant learning gains. Two contributing factors to the declining trend is (1) Teachers are not vast in their knowledge of working with struggling readers and readers who are 2 plus years below grade levels and (2) Students with disabilities are not exposed enough to grade level content when receiving support facilitation.

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

Science Achievement has the greatest need for improvement. In 2019, the school decreased in Science Achievement by 12 points. With the trend of proficient readers on the decline, the readability of 5th graders for the science content is challenging and lack comprehension.

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

Contributing factors for the decline of Science Achievement are (1) low percentage of students reading on grade level (2) scheduling and balance of instruction when the teacher instructs math and science and (3) novice teachers.
As we reflect and plan for improvement, science instruction must occur in every grade level with fidelity. Teachers must use strategies to assist with struggling readers that will help students better understand content. Strategic scheduling should give balanced time for instruction and science investigations.

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

Students in the lowest percentile in mathematics showed the greatest improvement. From the 20218 data as compared to the 2019 data, students showed a 24% increase.

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

Contributing factors for improvement included, revamping instructional schedules for more small group instruction. Additional personnel, funds from SAI, and district specialists supported the school by providing small group instruction 2 to 3 times a week.

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

To accelerate learning, guided instruction is needed in small groups in all content areas. Grade level research-based content must be used to scaffold instruction.

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.

To support teachers, professional development opportunities this school year will focus on:
(1) Instructional Delivery (the "HOW" of the lesson)
(2) Scaffolding Instruction
(3) Guided Reading and Math Instruction

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

Collaborative Leadership will be the focal for school improvement. Teachers who have been identified as strong facilitators for small group instruction, will lead, model and provide support to other teachers.
The school will also receive district support from specialists to model and plan instruction with teachers. In addition, specialists will work directly with identified student groups to accelerate the learning.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale:	The goal is to build capacity of leaders within our school. School administration will identify strengths in staff with the goal of actively engaging them in various leadership opportunities (coaching, mentoring, facilitating professional development) in the school. Through distributive leadership, teacher effectiveness and student learning will improve. Leadership development became the area of upon disaggregation of the 5 Essential data which indicated 23% of teachers expressed that they did not feel the opportunity for advancement within the school.
Measurable Outcome:	By the end of the first semester of the school year, 40% (7 out of 19 classroom teachers) of staff will actively participate in school leadership opportunities.
Monitoring:	Record the number of professional development opportunities led by teachers during the first semester of the school year. Survey teachers by the end of the first semester to determine if they feel they have opportunities for advancement in the school
Person responsible for monitoring outcome:	Helen Dunbar (dunbarh@duvalschools.org)
Evidence-based Strategy:	(1) Identify teachers who share common beliefs, values and commitment to the school to participate on the school's leadership team. (2) Inspire teachers to embark upon initiatives that will develop them and will enhance the school
Rationale for Evidence-based Strategy:	Administrators and instructional coaches cannot be the only leaders in the school to build capacity. The principal must engage him/herself in knowing strengths of teachers to begin shared leadership model that empowers effective learning community to change the school culture that will impact student learning. The principal will utilize resources from participation in the principal leadership through JPEF and from The Breakthrough Principal: A Step by Step Guide to Building Stronger Schools.

Action Steps to Implement

(1) Conduct a needs assessment with the staff for PD
(2) Survey teachers who would be willing to facilitate PD sessions
(3) Identify and empower teachers to lead PD sessions; also smaller sessions (i.e. 30 minute PD for Teachers by Teachers)
(4) Employ teachers to create new initiatives for the school that they see a gap or an area for development

Person Responsible	Helen Dunbar (dunbarh@duvalschools.org)

#2. Culture & Environment specifically relating to School Safety	
Area of Focus Description and Rationale:	The goal of the PBIS is to create a positive school climate in which students feel safe, increase in student achievement and social and emotional growth and transform school culture. Data from the Safe School for Alex indicates Sadie Tillis reported 1.2 incidents per 100 students. When compared to all elementary school statewide, the school falls into the high category. Incidents reported per 100 students are fighting, physical attack and bullying.
Measurable Outcome:	During the end of the first semester, the number of level 2 infractions will show a decrease by 50% as compared to last school year.
Monitoring:	The assistant principal will work closely with teachers and members of PBIS to monitor the number of discipline and positive referrals. The assistant principal will monitor the effectiveness of schoolwide expectations in all common areas and the effectiveness of implementation by staff.
Person responsible for monitoring outcome:	Danielle Perry (bennefield@duvalschools.org)
Evidence-based Strategy:	(1) Review and monitor Standards for Behaviors (2) Create positive classroom environments
Rationale for Evidence-based Strategy:	Level 2 infractions (fighting and physical attack on others) continue to be a challenge with students. This year, the school will increase proactive research based measures to prevent unwarranted behaviors. Restorative Practices will be implemented by the PBIS team and identified classrooms for models. Restorative Circles will be implemented by PBIS and select classroom. Mindfulness (Calm Classrooms) will be implemented school-wide.

Action Steps to Implement

(1) PBIS will study and participate in PD on implementing Restorative Practices and conduct accordingly
(2) Identify teachers who will implement inquiry base restorative circles
(3) The school will hold student meetings (at least monthly) to discuss school expectations in all common areas, goals, notices, and celebrations (attendance, bus behavior recognition, discipline)
(4) From Title 1 allocation, employ a Parent Liaison who will work closely with Title 1 Department and Family and Engagement Department to provide parent sessions to focus on strategies to improve behaviors and how to work with children to be proactive instead of reactive.

Person Responsible	Danielle Perry (bennefield@duvalschools.org)

#3. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale:	The goal is to increase small group instruction in every grade level for all core content areas to accelerate learning. Classroom teachers need to develop clear and precise rituals and routines and data based small group instructional plans to facilitate effective small group instruction. To support small group instruction, instructional coaches (reading and math), instructional paraprofessionals and the reading interventionist will provide support and instruction to remediate and accelerate learning. Observable data from classroom walkthroughs indicate a minimum of small group instruction occurred during the 2020-2021 school year and end of the year data showed minimum increase of student gains and achievement.
Measurable Outcome:	100% of core content teachers and support staff (instructional coaches, interventionists, and instructional paraprofessionals) will provide effective small group instruction in all content areas at minimum of 3 times a week.
Monitoring:	Conducting classroom walkthroughs using the instructional schedules during centers times Monitoring small group lesson plans for implementation based on current data
Person responsible for monitoring outcome:	Helen Dunbar (dunbarh@duvalschools.org)
Evidence-based Strategy:	Data base decisions and materials for small groups will be utilized. Interventions from the reading interventionist, math coach, reading coach and instructional paraprofessional will be provided to instruct identified students as well as support in assisting in planning for small group instruction. Instructional coaches are funded through Title 1 allocations.
Rationale for Evidence-based Strategy:	Differentiated instruction in small group settings will have a greater Impact on student achievement. All students at all levels will receive direct interventions and/or instruction that is determined from data in smaller groups to tailor lessons based on specific learning objectives needed.

Action Steps to Implement

Monitor individual teacher data (blended learning and PMAs)
Monitor the effectiveness of tasks determined for instruction
Monitor the frequency of groups and changes of groups
Monitor small group lesson plans
Provide time for common planning to collaborative plan with instructional coaches, admin, and colleagues for small group instruction
Using Title 1 allocations and ESSR funding, purchase supplemental resources (i.e. Scholastic News, Math Everglades) to use in small group instruction

Person Responsible	Helen Dunbar (dunbarh@duvalschools.org)

#4. 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 80%, 4th grade is 84%, and 5th grade is 73%. 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:	Helen Dunbar (dunbarh@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   Helen Dunbar (dunbarh@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   Helen Dunbar (dunbarh@duvalschools.org)

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

Person Responsible   Helen Dunbar (dunbarh@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.

Sadie T. Tillis reported 1.2 incidents per 100 students. This rate is greater than the statewide elementary school rate of 1.0 incidents per 100 students. According to the Safe Schools report, Sadie T. Tillis is ranked 65 out of 97 elementary school in the county. The school's primary concerns to be monitored this school year is physical attack on others, fighting, and bullying. To reduce, prevent and improve behaviors, the assistant principal will work with members of the Positive Behavior Interventions and Supports team to initiate Restorative Practices to repair harmful relationships by leading restorative circles. Schoolwide, the 2 main focus this year is to practice Mindfulness (Calm Classrooms) and daily Affirmation Statements.

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.

Sadie T. Tillis addresses its need to building a positive school culture and environment by including all stakeholders in discussion and decision making processes. The school establishes a shared vision and mission that focuses on the success of every student and by celebrating/recognizing teachers and staff. Sadie Tillis continues to improve positive relationships among teachers and students by establishing clear expectations that are implemented with fidelity. The school is working towards increasing relationships among school and community by initiating various opportunities that will involve families and community support.

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

All stakeholders (parents/families, faith base, and community organizations) are invited to become involved in school decision making processes to promote increase in student achievement, improve student learning gains, and improve a positive culture and environment. Such ways in which stakeholders may become involved in decision making processes is participation in monthly School Advisory Council meetings, completion of school surveys or written feedback and participation in school family engagement events.

Sadie Tillis is cultivating a positive school environment and culture where students, teachers/staff, community and faith base partnership and families share a common vision and goal that will increase student achievement and social and emotional supports.

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Leadership Development				$172,806.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	130-Other Certified Instructional Personnel	1161 - Sadie T. Tillis Elementary School	Title, I Part A	2.0	$172,806.00
			Notes: Instructional Coaches (Reading and Mathematics)			
2	III.A.	Areas of Focus: Culture & Environment: School Safety				$8,561.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	160-Other Support Personnel	1161 - Sadie T. Tillis Elementary School	Title, I Part A	1.0	$8,561.00
			Notes: Parent Liaison is allocated to support the increase of parent involvement and support parent education within the school.			
3	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				$55,164.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	150-Aides	1161 - Sadie T. Tillis Elementary School	Title, I Part A	2.0	$53,827.00
			Notes: Full Time Instructional Paraprofessionals			
	3336	500-Materials and Supplies	1161 - Sadie T. Tillis Elementary School	Title, I Part A		$1,337.00
			Notes: Scholastic News for supplemental instructional materials used for small groups			
4	III.A.	Areas of Focus: Instructional Practice: ELA				$0.00
					Total:	$396,531.00