

Duval County Public Schools

# San Pablo Elementary School



## 2021-22 Schoolwide Improvement Plan

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# San Pablo Elementary School

801 18TH AVE N, Jacksonville Beach, FL 32250

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

## Demographics

**Principal: Jennifer Brown**

Start Date for this Principal: 8/23/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	45%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (77%) 2017-18: A (70%) 2016-17: A (72%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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## San Pablo Elementary School

801 18TH AVE N, Jacksonville Beach, FL 32250

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

### 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	No	27%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

### School Grades History

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

### School Board Approval

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### SIP Authority

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### 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.

Through rigorous, standards-based instruction and curriculum, as well as an engaging Science, Health and Fitness magnet program. San Pablo ensures student performance and the success of each learner.

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

San Pablo Elementary School is dedicated to providing a healthy, productive learning environment that nurtures the academic, physical, and social growth of all students.

### 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
Brown, Jennifer	Principal	
Jenkins, Beth	School Counselor	
Atlee, Whitney	School Counselor	
Grause, Nikki	Assistant Principal	
Seybert, Jillian	Instructional Coach	

### Demographic Information

#### Principal start date

Monday 8/23/2021, Jennifer Brown

**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.*

4

**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.*

4

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

31

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

491

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

2

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

Monday 8/23/2021

#### 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	93	73	74	83	73	67	0	0	0	0	0	0	0	463
Attendance below 90 percent	8	5	2	3	7	5	0	0	0	0	0	0	0	30
One or more suspensions	2	0	0	1	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	2	1	1	0	1	1	0	0	0	0	0	0	0	6
Course failure in Math	2	0	0	0	0	1	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	25	37	22	24	9	3	0	0	0	0	0	0	0	120
Level 1 on 2019 statewide Math assessment	37	47	34	38	3	1	0	0	0	0	0	0	0	160

**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	24	32	20	21	4	2	0	0	0	0	0	0	0	103

**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	0	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

**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	93	73	74	83	73	67	0	0	0	0	0	0	0	463
Attendance below 90 percent	8	5	2	3	7	5	0	0	0	0	0	0	0	30
One or more suspensions	2	0	0	1	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	2	1	1	0	1	1	0	0	0	0	0	0	0	6
Course failure in Math	2	0	0	0	0	1	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	25	37	22	24	9	3	0	0	0	0	0	0	0	120
Level 1 on 2019 statewide Math assessment	37	47	34	38	3	1	0	0	0	0	0	0	0	160

**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	24	32	20	21	4	2	0	0	0	0	0	0	0	103

**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	0	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

## 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				75%	50%	57%	76%	50%	56%
ELA Learning Gains				75%	56%	58%	60%	51%	55%
ELA Lowest 25th Percentile				68%	50%	53%	42%	46%	48%
Math Achievement				88%	62%	63%	88%	61%	62%
Math Learning Gains				78%	63%	62%	69%	59%	59%
Math Lowest 25th Percentile				76%	52%	51%	63%	48%	47%
Science Achievement				82%	48%	53%	91%	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	68%	51%	17%	58%	10%
Cohort Comparison						
04	2021					
	2019	69%	52%	17%	58%	11%
Cohort Comparison		-68%				
05	2021					
	2019	84%	50%	34%	56%	28%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	92%	61%	31%	62%	30%
Cohort Comparison						
04	2021					
	2019	79%	64%	15%	64%	15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-92%				
05	2021					
	2019	90%	57%	33%	60%	30%
Cohort Comparison		-79%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	82%	49%	33%	53%	29%
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 I-ready Readig and Math  
3-5 PMA Assessments

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	15%	31%	62%
	Economically Disadvantaged			
	Students With Disabilities	18%	18%	55%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8%	18%	52%
	Economically Disadvantaged			
	Students With Disabilities	9%	9%	36%
	Number/% Proficiency	Fall	Winter	Spring
	English Language Learners	0	0	0

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	12%	39%	61%
	Economically Disadvantaged			
	Students With Disabilities	23%	31%	54%
	English Language Learners	0	16%	16%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	2%	15%	57%
	Economically Disadvantaged			
	Students With Disabilities	8%	31%	54%
	English Language Learners	0	0	16%
Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	17%	25%	44%
	Economically Disadvantaged			
	Students With Disabilities	25%	25%	33%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	47%	44%	43%
	Economically Disadvantaged			
	Students With Disabilities	33%	33%	33%
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19%	38%	30%
	Economically Disadvantaged			
	Students With Disabilities	25%	42%	38%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31%	15%	49%
	Economically Disadvantaged			
	Students With Disabilities	38%	30%	42%
	English Language Learners	0	0	0
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26%	32%	49%
	Economically Disadvantaged			
	Students With Disabilities	21%	36%	36%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32%	14%	42%
	Economically Disadvantaged			
	Students With Disabilities	29%	14%	43%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	59%	48%	46%
	Economically Disadvantaged			
	Students With Disabilities	57%	50%	36%
	English Language Learners	0	0	0

**Subgroup Data Review**

<b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2019-20</b>	<b>C &amp; C Accel 2019-20</b>
SWD	35			58			50				
ELL	33			53							
BLK	38			31							
HSP	44			52							
WHT	77	75	69	88	71		76				
FRL	50	57		59	60		56				
<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2017-18</b>	<b>C &amp; C Accel 2017-18</b>
SWD	32	64	69	82	80	85	50				
ELL	55			73							
BLK	63	90		69	90						
HSP	63	81		83	81		55				
WHT	79	74	67	90	77	74	88				
FRL	65	64	53	80	70	79	65				
<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	41	32	27	64	50	42	50				
BLK	55	55		60	55						
HSP	78	63		87	74						
MUL	70			80							
WHT	78	60	47	91	69	66	91				
FRL	66	56	38	82	74	68	94				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	499
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
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	
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	35
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	76
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

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

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

ELA proficiency in each grade level dropped from 2019 to 2021.

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

Prior to the 2021 FSA, Third grade FSA proficiency took a 9 point decline from the previous year.

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

While we were above the State Average in every area, we still saw a decline from previous years. Students were shifting from online learning to in person learning throughout the year. Some students had multiple teachers during the course of one school year. Moving forward, all students and teachers will be on campus. PLC work will be a focus to allow teachers to collaborate in planning, delivery and analyzing student work.

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

An increase in learning gains and lowest quartile gains in the ELA categories for FSA. The actions that the school took for improving this area were administration and teachers identifying students at the beginning of the school year and monitoring academic growth each quarter and also identifying their strengths and weaknesses in reading to adjust small differentiated reading groups in grades 3-5 ELA classes.

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



Small group work with a focus on FSA style questions

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

Teachers will work collaboratively to discuss the work to ensure standards alignment. Teachers will continue to differentiate instruction to meet the individualized needs of students.

**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.**

We will participate in Early Release Day training each month. Teacher's will collaborate in PLC's and common planning. We have added an instructional coach that will enable us to ensure that collaboration is able to take place.

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

The addition of an Instructional Coach will help assist with teacher planning and student interventions.

## Part III: Planning for Improvement

### Areas of Focus:

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

**Area of Focus Description and Rationale:** Going into the 2020-2021 school year, a main focus for San Pablo Elementary School was to maintain overall proficiency scores. Based on the 2021 FSA scores San Pablo took a dip in this area. Historically, proficiency in 3rd grade reading has fluctuated between 68-72%. We want to create consistency and begin with a minimum level of proficiency and continue to build on that moving forward.

**Measurable Outcome:** San Pablo will focus on the overall 3rd grade ELA FSA Reading proficiency of 70%

**Monitoring:** This will be monitored with student data and student grades. It will also be monitored with regular classroom observations by leadership.

**Person responsible for monitoring outcome:** Jennifer Brown (ossij1@duvalschools.org)

**Evidence-based Strategy:** Whole group classroom explicit instruction  
Small group teacher led instruction  
One on one instruction when appropriate as an intervention  
Research Based Interventions that are appropriate to the individual student's area of FOCUS

**Rationale for Evidence-based Strategy:** These strategies have proven beneficial in the overall instructional and learning at San Pablo Elementary School and serves as the foundation for the student growth and success.

**Action Steps to Implement**

In the classroom, teachers continue fluid small groups for reading based on Freckle reading diagnostic and Achieve 3000 lexiles and level set data.

**Person Responsible** Jennifer Brown (ossij1@duvalschools.org)

Varying Exceptionalities will continue to push in with student that they are servicing.

**Person Responsible** Jennifer Brown (ossij1@duvalschools.org)

Implement small group reading pull outs when beneficial.

**Person Responsible** Jennifer Brown (ossij1@duvalschools.org)

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

<b>Area of Focus Description and Rationale:</b>	Aligning Assessments at each grade level to promote students mastery of standards. This will happen in conjunction with the work we are continuing with Standards Alignment. Through this collaborative work we will continue to build teacher to teacher trust and collaborative practices.
<b>Measurable Outcome:</b>	100% of Content Core teachers at each grade level will successfully engage in collaborative conversations that focus on aligning assessments to the Standards.
<b>Monitoring:</b>	This will be monitored during PLC's and Common Planning.
<b>Person responsible for monitoring outcome:</b>	Jennifer Brown (ossij1@duvalschools.org)
<b>Evidence-based Strategy:</b>	Teacher teams will collaborate to analyze current assessments to ensure that they mirror the grade level rigor found on the Florida State Assessments or on the Grade level Standards. Teachers will use formative and summative assessment that will consist of exit tickets, quizzes, end of unit assessments, and looking at students work through teacher anecdotal notes.
<b>Rationale for Evidence-based Strategy:</b>	Delving into conversation about assessments allows teachers to calibrate expectations for student performance across grade levels.

**Action Steps to Implement**

in the first 9-weeks Administration will use the Walk-Through tool to revisit task alignment to be certain that they are aligned.

**Person Responsible** Jennifer Brown (ossij1@duvalschools.org)

Teachers and Leadership will collaborate to revise previous assessments. This work will allow us to build a tool box of assessment questions across grade levels that will promote mastery. Item analysis of the assessments will help teachers plan for ongoing instruction and will assist in determining if the assessments are valid and reliable.

**Person Responsible** Nikki Grause (grausen@duvalschools.org)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.floridacims.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.

**Our discipline data is well below the state average. We handle cases on a student by student basis.**

## 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.

San Pablo has many ways that it engages Stakeholders and maintains quality relationships with the community. San Pablo has an active PTA that meets regularly to discuss the vision for our school and ways that the PTA can support that vision and assist in promoting growth for all students and teachers. The PTA plans many off campus Spirit Nights for our families and local businesses to build relationships. When visitors are permitted on campus, we have many events to encourage our families and the community to become active participants; these include a Veteran's Day Celebration, Holiday Sing-Along, Book Fairs, Dances, and Arts nights. We host a Beach Run each year to encourage our commitment to fitness. The local community is invited to participate in this run. We have a quality SAC that meets monthly to discuss the state of the school and how the SAC can best serve our school community. We are associated with a Non Profit organization, the Friends of San Pablo, that consistently seeks creative ways to support San Pablo Elementary. We have an active partnership with our Faith Based Partner that has benefited our school in many ways. In the Spring we have a group of Master Gardeners that volunteer for several weeks working specifically with out third graders. We also have retired educators that are regular volunteers at San Pablo. This school year we are seeking more opportunities to engage virtually with our community stakeholders to continue providing them with glimpses into our daily school experience.

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

School Advisory Council  
PTA  
Faith Based Partners  
Business Partners  
Friends of San Pablo