

Duval County Public Schools

Twin Lakes Academy Elementary School



2022-23 Schoolwide Improvement Plan

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Twin Lakes Academy Elementary School

8000 POINT MEADOWS DR, Jacksonville, FL 32256

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

Demographics

Principal: Julie Ehrenberg

Start Date for this Principal: 7/1/2008

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (49%) 2018-19: B (55%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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8000 POINT MEADOWS DR, Jacksonville, FL 32256

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Twin Lakes Academy Elementary we foster a sense of leadership in all of our students. We want our students to focus on becoming lifelong learners and seek to excel in all endeavors which will lead to achieving their dreams.

Wildcats LEAD: Learn, Excel, Achieve, Dream

Provide the school's vision statement.

Twin Lakes Academy Elementary is working together to Create Leaders for Life!

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Robertson, Denise	Principal	Ms. Robertson is the instructional leader of the school. She ensures that all teachers are equipped to provide effective instruction on a daily basis. Student success is at the heart of every decision that is made at Twin Lakes. Ms. Robertson fosters positive relationships with students, staff, families and community to create a warm and welcoming school climate.
Stoker, Amanda	Assistant Principal	Ms. Stoker fosters a positive climate and safe environment that promotes academic growth through continued collaboration and progress monitoring. She collaborates with all stakeholders to make sure students social and emotional well-being is a top priority. Ms. Stoker monitors and supports high quality instruction through building teacher capacity while conducting observations with actionable feedback. Ms. Stoker ensures that the school-based team is implementing MTSS procedures and following state statute.
Ehrenberg, Julie	Assistant Principal	Ms. Ehrenberg fosters a positive climate and safe environment that promotes academic growth through continued collaboration and progress monitoring. She collaborates with all stakeholders to make sure students social and emotional well-being is a top priority. Ms. Ehrenberg monitors and supports high quality instruction through building teacher capacity while conducting observations with actionable feedback. Ms. Ehrenberg ensures that the school-based team is implementing MTSS procedures and following state statute.
Catamas-Infante, Anthony	Math Coach	The Instructional Coach/Math Coach will provide guidance of effective instructional strategies through professional developments, observing instructional delivery, providing actionable feedback, and coaching to teachers. He will facilitate data collection, and assist with data analysis for Tier I, II, and III. He will assist in ensuring that MTSS is being implemented with fidelity consistently across grade levels and communicate with parents regarding school based MTSS plans. Provides support and guidance to teachers in Grades K-5 focused on Math planning and instruction. Provides professional development and technical assistance to teachers.
Browning, Mallory	Other	The Reading Interventionist will work directly with the lowest 25% students in K-5 during interventions. Collaborates with staff to ensure students' needs are being met and school improvement goals are addressed.
Morgan, Hope	Reading Coach	The Instructional Coach/Reading Coach will provide guidance of effective instructional strategies through professional developments, observing instructional delivery, providing actionable feedback, and coaching to teachers. She will facilitate data collection, and assist with data analysis for Tier I, II, and III. She will assist in ensuring that MTSS is being implemented with fidelity consistently across grade levels and communicate with parents regarding school based MTSS

Name	Position Title	Job Duties and Responsibilities
		plans. Provides support and guidance to teachers in Grades K-5 focused on Reading planning and instruction. Provides professional development and technical assistance to teachers.
Maramba, Angelica	School Counselor	The School Counselor supports the vision and mission of DCPS/TLAE and the school principal. She provides support for healthy, emotional, and social development strategies and programs. She provides student discipline support to teachers and supports students through intervention groups. The counselor collaborates with staff to ensure students' needs are being met and school improvement goals are addressed. The Guidance Counselor will provide support to students and staff concerning mental health issues. She will monitor the early warning signs of all students and assist with monthly meetings to discuss students at risk.
Kobylarz, Karen	Teacher, ESE	The Lead ESE teacher is responsible for participating in MTSS, CPST, and providing professional development to staff in all areas of Exceptional Student Education. She is trained in the Seeing Stars curriculum and serves as a resource for all faculty, staff, and families.

Demographic Information

Principal start date

Tuesday 7/1/2008, Julie Ehrenberg

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 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.*

9

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

870

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	119	157	128	150	142	152	0	0	0	0	0	0	0	848
Attendance below 90 percent	3	64	45	46	40	40	0	0	0	0	0	0	0	238
One or more suspensions	3	9	0	1	1	1	0	0	0	0	0	0	0	15
Course failure in ELA	2	3	0	0	0	0	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	25	57	0	0	0	0	0	0	0	92
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	27	62	0	0	0	0	0	0	0	98
Number of students with a substantial reading deficiency	2	25	48	65	0	0	0	0	0	0	0	0	0	140

Using the table above, complete the table below with the number of students by current grade level who have 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	3	30	45	56	20	52	0	0	0	0	0	0	0	206

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	9	0	10	0	1	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 8/23/2022

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	138	117	134	152	141	156	0	0	0	0	0	0	0	838
Attendance below 90 percent	3	41	32	47	47	40	0	0	0	0	0	0	0	210
One or more suspensions	0	2	2	2	3	0	0	0	0	0	0	0	0	9
Course failure in ELA	3	2	2	2	2	2	0	0	0	0	0	0	0	13
Course failure in Math	2	2	3	2	1	1	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	20	40	54	52	98	0	0	0	0	0	0	0	264
Level 1 on 2019 statewide FSA Math assessment	1	35	54	71	76	77	0	0	0	0	0	0	0	314
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	3	31	41	57	63	77	0	0	0	0	0	0	0	272

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	2	3	4	22	2	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

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	138	117	134	152	141	156	0	0	0	0	0	0	0	838
Attendance below 90 percent	3	41	32	47	47	40	0	0	0	0	0	0	0	210
One or more suspensions	0	2	2	2	3	0	0	0	0	0	0	0	0	9
Course failure in ELA	3	2	2	2	2	2	0	0	0	0	0	0	0	13
Course failure in Math	2	2	3	2	1	1	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	20	40	54	52	98	0	0	0	0	0	0	0	264
Level 1 on 2019 statewide FSA Math assessment	1	35	54	71	76	77	0	0	0	0	0	0	0	314
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	3	31	41	57	63	77	0	0	0	0	0	0	0	272

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	2	3	4	22	2	0	0	0	0	0	0	0	36
Students retained two or more times	0	0	0	1	1	0	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	44%	50%	56%				55%	50%	57%
ELA Learning Gains	49%						53%	56%	58%
ELA Lowest 25th Percentile	50%						46%	50%	53%
Math Achievement	49%	48%	50%				69%	62%	63%
Math Learning Gains	50%						64%	63%	62%
Math Lowest 25th Percentile	53%						34%	52%	51%
Science Achievement	46%	59%	59%				63%	48%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	48%	51%	-3%	58%	-10%
Cohort Comparison		0%				
04	2022					
	2019	50%	52%	-2%	58%	-8%
Cohort Comparison		-48%				
05	2022					
	2019	56%	50%	6%	56%	0%
Cohort Comparison		-50%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	63%	61%	2%	62%	1%
Cohort Comparison		0%				
04	2022					
	2019	69%	64%	5%	64%	5%
Cohort Comparison		-63%				
05	2022					
	2019	65%	57%	8%	60%	5%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	59%	49%	10%	53%	6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	25	41	50	32	47	47	30				
ELL	25	48	46	37	62						
ASN	64			86							
BLK	34	44	50	33	42	53	36				
HSP	36	56	42	42	53	45	33				
MUL	42	40		63	40						
WHT	61	50		69	59		67				
FRL	37	46	52	38	42	47	37				
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	18	44		27	31		6				
ELL	22	32	20	32	37	27	22				
ASN	68	58		68	33		58				
BLK	37	49	40	30	30	10	31				
HSP	38	50	54	41	41	42	36				
MUL	41			50							
WHT	62	74		65	52		58				
FRL	42	49		41	31	15	33				
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	28	44	50	43	44	31	31				
ELL	26	38	24	43	58	31					
ASN	79	81		83	94						
BLK	41	41	52	57	55	27	46				
HSP	51	60	27	69	67	35	74				
MUL	57	56		76	67						
WHT	71	59	55	81	67		74				
FRL	42	50	52	61	60	34	56				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	49
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	50
Total Points Earned for the Federal Index	391
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	45

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Students with Disabilities

Disproportionate number of ESE teachers to service identified students with disabilities. Lack of experience (teachers) to provide effective Tier II and Tier III instruction to identified and non-identified students with disabilities. The ESE subgroup across all grade levels in ELA and Math show the most need with little to no evidence of growth.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Students with Disabilities

Increased number of students identified. Increased number of students enrolling from out of county or out of state with services that are outside of the realm of our providers.

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

Math students in our Lowest Performing Quartile.
Lack of differentiation of instruction for identified students. Low attendance of LPQ (2 or more EWS).
Lack of prerequisite skills or content knowledge (identified students).

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math Proficiency and Learning Gains.
Instruction implemented with fidelity. Strong Core Instruction. Differentiated small group instruction/ interventions to address deficits.

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

Instruction implemented with fidelity. Strong Core Instruction. Differentiated small group instruction/ interventions to address deficits.

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

1. Intentional scaffolding
2. Building knowledge and vocabulary
3. Prioritizing standards
4. Modifying guided reading
5. Diagnosing essential missed learning
6. Utilizing Interdependent Collaborative Support Teams
7. Incorporating text sets

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.

1. Strategic Collaborative Planning
2. Vertical Articulation and Planning
3. PD- Guided Reading and Teacher-led small group instruction
4. Grade Level Data Chats to diagnose and identify essential missed learning

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

Partnership with "sister" schools to continue professional learning opportunity Focus walks to observe/ debrief.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

The majority of these students fall into the lowest performing quartile and this contributes to the overall decline in performance of the LPQ. We will create systems to monitor progress and provide support in all areas of need. In the goals set forth in the individualized education plan, we will focus on strategies to intensity support for students with disabilities. An ESE teacher and Reading/Math Interventionists have been assigned to each grade level to provide support to students and to work alongside the general education teacher.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By 2022-2023 increase the overall Federal Index for Students with Disabilities from 39% to 41%.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

Quarterly monitoring of grades and attendance. Quarterly data chats with teachers focusing on progress of reaching IEP goals, formative/summative assessments, and classroom performance. The administrative team will check for fidelity of differentiated small group instruction, ensure that all IEPs are updated and reevaluated, and progress monitor data on these students at the end of each quarter.

Person responsible for monitoring outcome:

Denise Robertson (robertsond@duvalschools.org)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

We will utilize the inclusion model for SWD students which allows us to provide targeted instruction by both a general education teacher and a VE teacher.

Social-Emotional Interventions:

1. School-base Counseling Services
2. Wellness Wednesdays
3. Calm Classroom
4. CARE- Character Ed
5. Sanford Harmony

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Wrap around support needed for all Students with Disabilities that will meet the academic and social-emotional needs of the students. It allows administration to strategically support teachers, staff, students, and families.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Reading/Math Interventionists, VE teachers, and general education teachers will provide instruction to SWD in small interactive groups. Interventionists will offer support, feedback, modeling to improve instructional goals.

Person Responsible Denise Robertson (robertsond@duvalschools.org)

Teachers will use Surface Go2 tablets with students in small interactive groups to reinforce instructional goals.

Person Responsible Denise Robertson (robertsond@duvalschools.org)

Paraprofessionals will work with Interventionists and Administration to provide small group instruction using materials from Benchmark Advance, STAR Freckle, Achieve 3000, and student laptops.

Person Responsible Denise Robertson (robertsond@duvalschools.org)

Use formal systems for behavioral and social-emotional change.

Person Responsible Denise Robertson (robertsond@duvalschools.org)

#2. Instructional Practice specifically relating to Professional Learning Communities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the results of the 5 Essentials Survey, we need to focus on strengthening relationships among all stakeholders. This includes improving communication, enhancing the community to build a sense of trust, strengthening the relationships among colleagues, and participating in reflective dialogue focused on student learning.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By 2022-2023 increase the overall category of Collective Responsibility (5 Essentials Survey) from 6% to 20%.
By 2022-2023 increase the overall category of Teacher-Principal Trust (5 Essentials Survey) from 40% to 60%.
By 2022-2023 increase the overall category of Collaborative Practices (5 Essentials Survey) from 13% to 20%.
By 2022-2023 increase the overall category of School Commitment (5 Essentials Survey) from 9% to 20%.
By 2022-2023 increase the overall category of Teacher-Parent Trust (5 Essentials Survey) from 24% to 40%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Agendas for Professional Learning Communities Meeting Minutes for Professional Learning Communities
Teacher's Lesson Plans that reflect discussions had in Professional Learning Communities

Person responsible for monitoring outcome:

Denise Robertson (robertsond@duvalschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Create a professional learning community that increases educator effectiveness and student achievement occurs when learning communities are committed to continuous improvement, collective responsibility, and goal alignment.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Based on the results of the 5 Essentials Survey and subsequent stakeholders focus groups, stakeholders expressed a need for a more collaborative culture where trusted relationships can grow, flourish, and impact student achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Quarterly Culture Talks between Principal and Teachers/Staff

Person Responsible

Denise Robertson (robertsond@duvalschools.org)

Learning communities convene regularly and frequently during the workday to engage in collaborative professional learning to strengthen their practice and increase student results.

Person Responsible

Denise Robertson (robertsond@duvalschools.org)

Learning community members are accountable to one another to achieve the shared goals of the school and school system and work in transparent, authentic settings that support their improvement.

Person Responsible

Denise Robertson (robertsond@duvalschools.org)

Administration will hold office hours for teacher to discuss anything with the Principal.

Person Responsible

Denise Robertson (robertsond@duvalschools.org)

#3. Positive Culture and Environment specifically relating to school safety and security.

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the results of the 5 Essentials Survey, we need to enhance the feeling of safety among students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By 2022-2023 increase the overall category of Student Safety (5 Essentials Survey) from 34% to 44%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Lesson plans from the school counselor indicating social/emotional learning taking place in classrooms. Lesson plans from the teachers indicating social/emotional learning taking place in classrooms.
Person responsible for monitoring outcome:	Denise Robertson (robertsond@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Provide students with the academic, emotional, and social skills necessary to improve their feelings of safety.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Based on 5 Essentials Student Focus Group, students voiced their concerns and misconceptions on school safety.
Action Steps to Implement List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	
Implement Sanford Harmony in all classrooms.	
Person Responsible	Amanda Stoker (stokera@duvalschools.org)
Implement the Calm Classroom curriculum in all classrooms.	
Person Responsible	Amanda Stoker (stokera@duvalschools.org)
Implement Covey's 7 Habits curriculum in all classrooms.	
Person Responsible	Denise Robertson (robertsond@duvalschools.org)
The school counselor will implement Child Safety Matters lessons in all classrooms.	
Person Responsible	Denise Robertson (robertsond@duvalschools.org)
The Parent Liaison will work with parents/guardian to provide support in acquiring materials to help parents at home with social-emotional learning.	
Person Responsible	[no one identified]
Purchase School Mate Elementary Agenda Planners as a means of establishing/maintaining a home-school connection for all of our students, teachers, and parents.	
Person Responsible	Denise Robertson (robertsond@duvalschools.org)
Implement Web-based Family Engagement App/Dismissal to increase the safety and security of our dismissal system for all stakeholders.	
Person Responsible	Amanda Stoker (stokera@duvalschools.org)

#4. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based upon the 2021-2022 Standards Walk Through Tool data, 66% of classrooms show Standards-aligned instruction, tasks, and assessments. The Standards-Based School Continuum (moderate rating in both Standards- based Planning and Aligned Observations) validates the results of the Standards Walk Through Tool. According to the 2022 5 Essentials Survey, teachers rate their Collaborative Practices as Weak (13), which is an 25 point decline in one year

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

80% of classrooms observed will indicate standards alignment of instruction, tasks, and assessments, as measured by the Benchmark Walk Through Tool by January 2023.
 90% of classrooms observed will indicate standards alignment of instruction, tasks, and assessments, as measured by the Benchmark Walk Through Tool by April 2023. Our Interventionists will work with Admin to design, monitor and assess reading and math achievement. A Tutor will work for five hours each day to provide remediation for students. Two paraprofessionals will provide reading and math enrichment and remediation for students. A parent liaison will work to build strong relationships with families and stakeholders and work with community, business and faith-based partners to secure resources for students which will transfer to an increase in students reading and math proficiency.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Data collected by the Benchmark Walk Through Tool used by administrators.

Person responsible for monitoring outcome:

Denise Robertson (robertsond@duvalschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Build a culture of standards-based instruction, with all content areas teachers, through focused common planning, utilizing Learning Arcs, that aligns materials, tasks, and assessments as evidenced in the Standards Walk Through tool.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria

The culture of standards-based focused practices and incorporation of the Learning Arcs is key to the alignment of instruction, tasks, and assessments that impact student achievement.

**used for selecting
this strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

School Reading and Math Interventionists will utilize student work to facilitate deep conversation around the new B.E.S.T. standards that impact instruction, tasks, and assessments.

Person Responsible Denise Robertson (robertsond@duvalschools.org)

Conduct frequent Standards Walk Throughs to produce actionable next steps and provide actionable and specific feedback to teachers following each classroom observation and common planning session.

Person Responsible Denise Robertson (robertsond@duvalschools.org)

Reading and Math interventionists will conduct coaching cycles with teachers based on needs assessment surveys and observations. Interventionists will use AVI Interactive carts to enhance delivery of instructional strategies during coaching cycles.

Person Responsible Denise Robertson (robertsond@duvalschools.org)

Administration, Reading Interventionist, and Math Interventionist will follow through in grade level common planning and quarterly data dives to monitor the effectiveness of tasks, materials, and assessments.

Person Responsible Denise Robertson (robertsond@duvalschools.org)

Identify and use (grade level/content area) teacher leaders to create a sense of ownership by facilitating standards based common planning.

Person Responsible Denise Robertson (robertsond@duvalschools.org)

Conduct Instructional Rounds with teachers to visit other classrooms for teaching strategies and collaboration.

Person Responsible Denise Robertson (robertsond@duvalschools.org)

Teachers in grade 2, 3, 4, and 5 will implement ACALETICs with fidelity to address deficits in mathematics in students.

Person Responsible Julie Ehrenberg (guernonj@duvalschools.org)

Access warehouse materials to support Benchmark Advance and McGraw Hill curriculums to provide students with materials needed for successful implementation of curriculum.

Person Responsible Denise Robertson (robertsond@duvalschools.org)

Teachers will use the Bretford Cube Cart containing 10 laptops for small group instruction and Blended learning activities.

Person Responsible Amanda Stoker (stokera@duvalschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on 2021-2022 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.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Based on 2021-2022 data, ELA was identified as a critical need. Students at our school need support with understanding, using, reflecting on and engaging with written texts. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

*The percentage of students in kindergarten through grade 3, based on 2021-2022 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: Kindergarten- 41%, 1st - 67%, and 2nd - 64%
number of "Below Grade Level" students by 3-4 percentage points.
*Increase percentage of K-2nd students scoring below grade level on Waterford Assessment (Kdg) and iReady (1st/2nd) by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

Grades 3-5: Measureable Outcome(s)

*The percentage of students in grades 3-5, below Level 3 on the 2022 statewide, standardized English Language Arts assessment are as follows: 3rd grade is 51%, 4th grade is 63%, and 5th grade is 52%
*Increase percentage of 3 -5 grade students scoring Level 3 on the 2023 statewide, standardized English Language Arts assessment by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Our school leadership team, district content specialist support, and Reading Interventionist will review ELA data from district assessments.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Robertson, Denise, robertsond@duvalschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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. Utilizing the Reading Interventionist to provide focused, targeted instruction to identified students. 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.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

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:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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.	Robertson, Denise, robertsond@duvalschools.org
During Common Planning and individual teacher data chats, specific data pertaining to EL A reading and student success will be discussed and analyzed to ensure we are monitoring progress.	Browning, Mallory, browningm@duvalschools.org
Give immediate feedback on any observations/walkthroughs conducted by school leadership, district content specialists, and district leadership.	Robertson, Denise, robertsond@duvalschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Parents are welcome at all times. Simply put: families make the difference. We have a very strong core group of PTA and SAC. They are involved in initiatives with teachers that impact our students. Initiatives such as the Penguin patch, Every Drop Counts Fundraiser, BINGO Night, Mothers' Day Cake, Book Fairs, Yearbook, and the School Dance.

We see building strong, positive relationships and maintaining transparency as the core foundation of our school culture. This is established and maintained through our school-wide implementation of Covey's 7 Habits, Sanford Harmony, Calm Classroom, and Growth Mindset. Paramount in our effort to maintain transparency with all stakeholders, we utilize all forms of social media; including Facebook, school website, Twitter, Weekly Principal email/voice/text messaging through Duval Connect, and school DoJo. Our goal for all staff in our school is to foster positive relationships with students and among peers maintaining our positive climate and culture through continuous communication and collaboration. These include rewarding good behavior with "pawsitive" awards, Meet Ups/Buddy Ups, and Buddy Classes (pairing primary and intermediate classrooms).

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

Students/Faculty: As a Leadership school, we provide multiple opportunities for students such as Girls on the Run, TECHNOCATS (broadcasting), Safety Patrols, Yearbook Club, Green Team, Teachers of Tomorrow, Peer Mediators, Student Council, Breakfast Club, National Elementary Honor Society, Librarians in Training, and the Lighthouse Student Leadership Team.

Parents/Faculty/Community Partners/Students: SAC plays an integral role in the development of school improvement initiatives. SAC is comprised of active community members, parents, school representatives, and faith-based partners. This team provides valuable input into safety decisions, budgetary decisions, and overall school improvement. Monthly meetings are conducted which includes the Annual Mid- Year Stakeholders' Meeting that delves deeply into student achievement data.

Input is gathered from students, staff, parents through surveys and focus groups. Focus groups include our quarterly Staff Culture Talks, 5 Essentials Survey Focus Group with students, 5 Essentials Survey Focus Groups with teachers, and parents/school community.