R L Brown Gifted And Talented Academy

2022-23 Schoolwide Improvement Plan

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R L Brown Gifted And Talented Academy

1535 MILNOR ST, Jacksonville, FL 32206

http://www.duvalschools.org/rlbrown

Demographics

Principal: Kristi Kincaid

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Economically Disadvantaged Students
School Grades History	2021-22: C (46%) 2018-19: C (45%) 2017-18: C (42%)
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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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 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	94%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The faculty and staff of Richard Lewis Brown Gifted and Academically Talented Academy will empower students to be successful in a global world.

Provide the school's vision statement.

At Richard Lewis Brown Gifted and Academically Talented Academy, we are a community of diverse learners committed to engaging the whole child in rigorous instruction that challenges them to think critically, take risks and reflect on their learning.

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
Kincaid, Kristi	Principal	• Oversee Implementation of Standards-Based Instruction for ELA/ Academic Coaches/School Counselor • CAST Cat. 1 & 2 Evals • Monitor Standards Coach & Interventionists • Monitor & Maintain Comprehensive Data Spreadsheet for School • Collect and Analyze ELA Data for Comprehensive Spreadsheet • Conduct Data Analysis sessions • School Budget • United Way • School PTSA Liaison • Parent & Staff Newsletters • RTI/Leadership Team Meetings • Building Usage (Security) • Payroll Oversight • Observations/Interns • Planning Day Activities/Schedule • Early Release/Professional Development • Faculty Meetings/Early Release • Staff Recognition • Teacher Appreciation Week/Staff Morale • Administrative Duties/Internal Accounts • Parent Conferences • School Culture/5 Essentials • Volunteer Liaison • School Improvement Plan • Opening/Closing of School • Master Calendar • School Website/Social Media/Good News Ambassador • Extended Day Oversight • Custodial Staff Oversight • Teacher of the Year • Constituent Complaints • Student Recognition
Brandon, Toby	Assistant Principal	• Oversee Implementation of Standards-Based Instruction for Math/ ESE /ELL • CAST Cat. 1 & 2 • Maintain Comprehensive Data Spreadsheet for Math • Collect and Analyze Math Data • Conduct Data Analysis sessions for Math • Develop (w/ Math teachers) prescription sets for learning • Oversee School-Wide Discipline • Title I Compliance and (PFEP)Parent Involvement/Parent Resource Room • Testing Chair (schedules, administration, trainings) • Closing of School Information • Budget with Principal • RAPTOR - Conduct Fire and Safety Drill Practice

Name	Position Title	Job Duties and Responsibilities
		• Cafeteria Supervision • AM /PM Hallway Supervision • Black Box (All Updated Safety Info.) • Constituent Complaints • Oversee Cafeteria Staff/Chartwells • Facilities • Security Plan for Building • Bus Transportation Liaison • Supervise Security Personnel • Free/Reduce Lunch • School Technology Oversight • Employee of the Year • Substitute Coverage/Emergency Lesson Plans • Title IX • School Equity Liaison • PBIS/ROAR Store • Master Schedule & Room Assignments • Parent Conferences • SAC Liaison • Student Recognition - Acaletics, Positive Behavior Referrals • Leadership Team • Additional Responsibilities as Assigned by the Principal
Pires, Janice	Instructional Coach	• Teacher Support • Modeling & Planning Lessons • Mentor • Proving Resources & Strategies • Develop Focus Calendar • Small Group Push in-Pull out • Common Planning Support • Instructional Materials Inventory – ELA • BQ Monitoring & Interventions • School Wide Data Analysis – ELA • Monitor i-ready usage • Monitor Achieve Usage • Weekly Freckle Blended Learning Reports • Reading Mastery/Corrective Reading • School-wide Writing Implementation • 3rd Reading Portfolios • Literacy Night Plan • Reading Goal Plan (Logs) • Instructional Leadership Team
Mobley, Deshandra	Math Coach	• Teacher Support • Modeling & Planning Lessons • Mentor • Proving Resources & Strategies • Develop Focus Calendar

Name	Position Title	Job Duties and Responsibilities
		• Small Group Push in-Pull out • Testing Support • School Improvement Team • Common Planning Support • Instructional Materials Inventory - Math • BQ Monitoring & Interventions • School Wide Data Analysis – Math • Monitor i-ready usage • Weekly Freckle Blended Learning Reports • Math/STEM Night • School-wide Math Goal (Acaletics) • Acaletics Green Parties • Instructional Leadership Team
Nelson, Josh	School Counselor	• MRT Meetings • MTSS • Whole/Small group lessons • Crisis Management • Tiered Behavior Support for teachers • RtI Implementation • SDMT Chair • PBIS Chair • 504 meeting/oversight • ESE Oversight • ELL oversight • Quarterly Academic Progress Monitoring • AIT • Student Records/Cum Folders Support • Progress Monitoring Plans • Magnet Recruitment • Homeless Liaison • Gifted Screening • ROAR Store Support • Calm Classroom/Sensory Room • Vision/Hearing Screenings • Progress Monitoring Plans (PMPs) • BIMAS • Student Recognition – Character Trait of the Month

Demographic Information

Principal start date
Monday 7/1/2019, Kristi Kincaid

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.*
0

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.*

8

Total number of teacher positions allocated to the school

12

Total number of students enrolled at the school

235

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

2

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

2

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	33	23	33	44	35	46	0	0	0	0	0	0	0	214
Attendance below 90 percent	1	7	14	8	11	19	0	0	0	0	0	0	0	60
One or more suspensions	0	0	2	1	2	11	0	0	0	0	0	0	0	16
Course failure in ELA	1	1	0	1	0	0	0	0	0	0	0	0	0	3
Course failure in Math	1	1	0	1	0	0	0	0	0	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	5	17	0	0	0	0	0	0	0	24
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	3	17	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	1	0	18	18	0	0	0	0	0	0	0	0	0	37

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	1	2	16	17	4	12	0	0	0	0	0	0	0	52

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	1	1	0	2	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 6/15/2022

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	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	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	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	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	41%	50%	56%				48%	50%	57%
ELA Learning Gains	49%						51%	56%	58%
ELA Lowest 25th Percentile	46%						42%	50%	53%
Math Achievement	43%	48%	50%				50%	62%	63%
Math Learning Gains	54%						49%	63%	62%
Math Lowest 25th Percentile	58%						42%	52%	51%
Science Achievement	32%	59%	59%				33%	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	52%	51%	1%	58%	-6%
Cohort Comparison		0%				
04	2022					
	2019	49%	52%	-3%	58%	-9%
Cohort Comparison		-52%				
05	2022					
	2019	43%	50%	-7%	56%	-13%
Cohort Comparison		-49%				

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	54%	61%	-7%	62%	-8%
Cohort Comparison		0%				
04	2022					
	2019	49%	64%	-15%	64%	-15%
Cohort Comparison		-54%				
05	2022					
	2019	45%	57%	-12%	60%	-15%
Cohort Comparison		-49%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	33%	49%	-16%	53%	-20%
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	9	22	27	13	35	50					
BLK	38	48	48	41	51	52	31				
FRL	34	47	46	39	56	62	30				

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	11	8		11	25		10				
BLK	32	20	20	32	34	45	21				
WHT	64			55							
FRL	27	22	20	29	34	45	19				

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	22	44	36	23	40	38					
BLK	41	47	42	44	46	41	29				
WHT	82	71		73	71						
FRL	38	49	42	39	46	41	27				

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	46
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	
Total Points Earned for the Federal Index	323
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	44
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
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?

Although we showed an increase, the lowest performance area was science proficiency on the 5th grade NGSSS Statewide Assessment. The factors that contributed to this performance were the rotation schedule not allowing enough time to properly teach the science standards, a first year science teacher who needed support with the content, and a lack of consistent hands-on experiments/labs; more focus needed on standards based aligned tasks and assessments.

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

The greatest decline from the prior year was our 4th Grade ELA lowest 25th percentile which declined from 42% to 27% in 2022, a 15 percentage point decrease. The factors that contributed to this decline were teachers not providing appropriate Tier 2 or Tier 3 support to the BQ, limited center rotations for differentiation, mostly whole group instruction taking place, teachers struggled to interpret content standards, progress monitoring data and make instructional decisions about next steps.

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

The greatest gap between school performance and state performance was in science proficiency which had a 20% difference. The factors that contributed to this gap were the rotation schedule not allowing enough time to properly teach the science standards, a first year science teacher who struggled with the content, and a lack of consistent hands-on experiments/labs.

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

The most improvement in 2022 was in overall gains for math and reading. Math learning gains moved from 31% to 54% in 2022, a 23 percentage point increase. ELA learning gains moved from 23% to 49%, a 26 percentage point increase. The actions we took in this area included a reading and math interventionist who pulled students daily to provide the Tier 2 and Tier 3 interventions needed to show student gains. The coach also provided instructional support for content teachers and built very strong relationships with her group of students further promoting an ownership of learning.

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

The single most factor for improvement was consistent, effective small group instruction that scaffolded learning of students who were performing below grade level expectations.

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

In order to accelerate learning, there must be a focus on teacher-led small group instruction based on the needs of the students. Teachers will effectively implement GRR model to engage students in whole and small and group instruction. The design on the lesson will focus on aligned tasks/ assessments that are supported through a standards-based focus.

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.

Common planning will take place bi-weekly for all teachers to include VE and interventionists. All teachers will collaborate on the results of student work, aligned tasks and blended learning. All teachers will engage in ongoing unpacking of standards, developing focus calendars and data chats.

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

Additional support will be implemented in the form of pull out interventions through the use of a math and reading interventionist. These interventionists will provide tier III intensive remediation to our most vulnerable population of students which this year will be our bubble students. Our standards coach will support teachers with push in tier II instruction and pull out tier III. The standards coach will also support teachers with planning and standards based resources for teachers.

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

:

#1. 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.	Less than half of the classrooms show standards based aligned instruction when looking at tasks, delivery and assessments. Based on the 5 Essentials survey, collaborative practices was measured at 33%. Based on this, the primary focus will be to ensure the alignment of instructional standards with delivery of instruction to accelerate learning and provide opportunities for high achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	100% of content teachers will engage in common planning that addresses successful standards-based instruction planning, alignment and implementation.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Ongoing monitoring will occur during weekly calibrations (to include teachers) of standards-based walkthroughs. Data from the weekly walkthroughs will be shared with teachers to identify next steps in the areas focus board, instructional delivery and assessments. Teachers will participate in bi-weekly data chats where student work and aligned tasks will be discussed.
Person responsible for monitoring outcome:	Kristi Kincaid (ephriamk@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Tiered support for lesson planning to engage core teachers in the planning process to unpack standards, address instructional delivery/engagement and align student tasks and assessments.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	There is inconsistent implementation of effective standards-based instructional practices, aligned curriculum and assessments throughout the school. When all teachers collaborate, engage in focused professional development, and receive consistent feedback from school leadership, it will help to raise the achievement level of our students in the core subject areas.

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.

Teachers will regularly participate in common planning sessions and Grade-Level Professional Learning Communities with administration and interventionists to collaborate on developing learning arcs that address standards-based alignment relating to effective instructional practices, analyzing student work and data collection/assessments.

Person Responsible	Kristi Kincaid (ephriamk@duvalschools.org)

School Leadership will conduct frequent calibration walkthroughs in the core subjects utilizing the Standards Walkthrough Protocol to observe and provide feedback to teachers as it relates to the

alignment of instructional delivery, materials used, student tasks/activities, and student assessment in the core subjects to the Florida standards.

Person Responsible   Kristi Kincaid (ephriamk@duvalschools.org)

Implement core curriculum and UFLI (K-2nd Grade) Corrective Reading (3rd -5th Grade) with fidelity to meet the needs of all students. The effectiveness of instruction will be measured through walkthroughs.

Person Responsible   Kristi Kincaid (ephriamk@duvalschools.org)

Consistent monitoring of teacher's daily schedule for consistency of pacing and planning effectiveness.

Person Responsible   Kristi Kincaid (ephriamk@duvalschools.org)

Facilitate teacher learning during professional development on formative assessments and vertical alignment across grade levels.

Person Responsible   Kristi Kincaid (ephriamk@duvalschools.org)

#2. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Consistent implementation of a school-wide positive behavior support system to ensure a safe, supportive and responsive learning environment for all stakeholders, especially our students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal is for office managed discipline referrals to decrease by 20% to 150 total referrals and our restorative justice (RJ) practices to increase by 138% to 50
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Ongoing monitoring and data analysis of incident referrals, counselor referrals, positive behavior referrals. Teachers will participate in bi-weekly data chats for PBIS to monitor common areas and schoolwide expectations.
Person responsible for monitoring outcome:	Kristi Kincaid (ephriamk@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The school will provide on-going training for all school personnel and progress monitor behavior data to successfully implement an effective school-wide PBIS system to include fully implementing Calm Classroom curriculum which supports the social-emotional growth of our students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Based on our 5Essentials survey, there was a slight increase in the area of Supportive Environment (Safety +17). One of our primary goals is to focus to ensure that students feel safe each day on build a stronger PBIS system to support our students' social and emotional growth that will, in turn, lower our number of total referrals, promote increased engagement in learning and foster a supportive learning environment.

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 Leadership and PBIS Members will model and monitor school-wide expectations for all stakeholders to ensure the appropriate implementation of rituals and routines, positive behavior plans, social-emotional curriculum, and school wide PBIS initiatives.

Person Responsible   Kristi Kincaid (ephriamk@duvalschools.org)

Teachers/staff will receive ongoing feedback from weekly walkthroughs focusing on behavioral expectations, student engagement, and the classroom learning environment to celebrate successes and support areas of need.

Person Responsible   Kristi Kincaid (ephriamk@duvalschools.org)

School Leadership and the PBIS Team will continually monitor school-wide discipline data to problem solve areas of concern, provide feedback to staff and determine training needs to teachers and students.

Person Responsible   Kristi Kincaid (ephriamk@duvalschools.org)

Daily implementation of Calm Classroom curriculum in all K-5 classes to target self- awareness, focus and emotional resilience.

Person Responsible   Kristi Kincaid (ephriamk@duvalschools.org)

Utilize school-wide incentive program to include school wide Bear Bucks behavior system, Cub Cash, positive referrals and student of the month awards to celebrate students.

Person Responsible   Kristi Kincaid (ephriamk@duvalschools.org)

Proactively identify students who are struggling behaviorally and implement appropriate interventions to include mentoring, small group counseling, restorative justice and full service supports.

Person Responsible   Kristi Kincaid (ephriamk@duvalschools.org)

Ongoing student feedback through the use of surveys/checkpoints, assemblies and small group forums to determine next steps to ensure a safe and responsive environment.

Person Responsible   Kristi Kincaid (ephriamk@duvalschools.org)

#3. 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.**	Increase the proficiency in of our bubble students in grades 3rd through 5th grade students in reading, math and science.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our goal is for 50% of our 3rd-5th grade students to be proficient in reading, 50% proficient in math, 40% proficient in science.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Ongoing monitoring will occur during weekly data analysis of blended learning reports in the content areas. Teachers will participate in bi-weekly data chats where student work and aligned tasks will be discussed for the targeted subgroup.
Person responsible for monitoring outcome:	Kristi Kincaid (ephriamk@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Math interventionist and reading teacher to pull small groups of lower performing students to facilitate remedial instruction of standards, monitor and assess reading and math achievement progress, and provide tiered support to teachers through modelling lessons, providing resources, and facilitating collaborative planning.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Our math and reading interventionists will be leveraged to support our bubble students in 3rd through 5th grade with Tier 2 and Tier 3 instruction that will lead to a higher percentage making required gains in math, science and reading.

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.

Teachers will participate in common planning and professional development sessions to collaborate with peers in developing learning arcs, disaggregating formative assessment data, identifying intervention resources/programs, and developing activities to remediate students' instructional areas of weakness and enrich students' s instructional strengths.

Person Responsible	Kristi Kincaid (ephriamk@duvalschools.org)

Implement Freckle, i-ready and Achieve blended learning platform for 3rd- 5th grade reading math students; progress monitor data to make adjustments to drive small group instruction.

Person Responsible	Kristi Kincaid (ephriamk@duvalschools.org)

Utilize academic tutor to provide extra face-to-face support for our 3rd-5th grade lowest performing students facilitating tiered standards based instruction.

Person Responsible	Kristi Kincaid (ephriamk@duvalschools.org)

Implement research-based intervention curriculum such as Acaletics and Corrective Reading to help close the learning gap of our lowest-performing students in math, science and reading.

| **Person Responsible** | Kristi Kincaid (ephriamk@duvalschools.org) |

Regular data chats with teachers to drill down grade-level standards using PMA data, standards-based assessments and focus calendars to determine alignment based on student performance.

| **Person Responsible** | Kristi Kincaid (ephriamk@duvalschools.org) |

Implement after school tutoring for students in grades 3-5 to increase face-to-face instructional time in small groups to address learning gaps.

| **Person Responsible** | Kristi Kincaid (ephriamk@duvalschools.org) |

#4. -- Select below -- specifically relating to

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

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

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

Person responsible for monitoring outcome: [no one identified]

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

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

No action steps were entered for this area of focus

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 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. The percentage of students in kindergarten through grade 3, based on 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: 1st - 61% and 2nd -49%

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

Based on 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. 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 47%, 4th grade is71%, and 5th grade is 79%.

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)

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.

Grades 3-5: Measureable Outcome(s)

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 Supplemental Instructional APs will review
ELA data from district assessments.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Kincaid, Kristi , ephriamk@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. §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. 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-progressmonitoringimproves-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/creatingan-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	Kincaid, Kristi , ephriamk@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.	Kincaid, Kristi , ephriamk@duvalschools.org
Give immediate feedback on any observations/walkthroughs conducted by state support, school leadership, district content specialists, and district leadership.	Kincaid, Kristi , ephriamk@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.

When parents are actively involved, everybody wins. As we all know, there is a direct correlation between parents who are involved in the child's learning experience and their success as a student. Communication is also critical in positive school culture. People feel secure when they know what to expect, while uncertainty builds insecurity and lack of trust. At RLB, we invite all stakeholders to work together to be an active participant in parent nights, SAC, PTA, and Parent Academy training. Various forms of communication such as Parent compacts, parent-teacher conferences, porrect shadowing, Class Dojo, FOCUS, school website, and weekly communication folders to engage all families.

A culture of caring and connection means all stakeholders feel seen, valued, and heard. Students who feel safe to take risks, receive feedback, and make mistakes are more motivated to explore, learn, and, in turn, make positive contributions back to the school culture and climate. There are a few simple things that go a long way in creating and sustaining relationships with students:
-Believe that all students can achieve and demonstrate those positive expectations
-Greet each student by name each morning
-Establish a class meeting or social circle to give students time to share celebrations, concerns, or struggles that they are having and take time to respond to students who share
-Create routines and rituals that encourage all students to participate and contribute to conversations or collaborations equitably
-Take time to learn student interests, backgrounds, family traditions, and cultures
-Use what you know about students to integrate and validate their interests, family traditions, and cultures into all forms of academic, social, and emotional learning
-Create rituals that celebrate students who take a risk or learn from a mistake
-Model and celebrate kindness and forgiveness
-Provide clear behavior expectations and boundaries so students feel safe and confident

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

Principal - School Leader for culture
Assistant Principal - PBIS co-chair
School Counselor - PBIS co-chair
Grade Level Teachers - PBIS team members