

Duval County Public Schools

San Jose Elementary School



2022-23 Schoolwide Improvement Plan

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San Jose Elementary School

5805 SAINT AUGUSTINE RD, Jacksonville, FL 32207

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

Demographics

Principal: Jasmin Gomez E

Start Date for this Principal: 7/1/2020

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)	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* English Language Learners* Asian Students Black/African American Students Hispanic Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: C (48%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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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5805 SAINT AUGUSTINE RD, Jacksonville, FL 32207

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

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	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	81%

School Grades History

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

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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 San Jose Elementary, we will empower students to become lifelong learners and responsible citizens.

Provide the school's vision statement.

At San Jose Elementary, we believe that all children can learn. No children will be left behind. No exceptions. No excuses.

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
Gomez, Jasmin	Principal	
Cousins, Brianna	Assistant Principal	
Crespo, Jennifer	Instructional Coach	
	Instructional Coach	

Demographic Information

Principal start date

Wednesday 7/1/2020, Jasmin Gomez E

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.*

4

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.*

20

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

725

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

6

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

8

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	128	129	130	119	118	110	0	0	0	0	0	0	0	734
Attendance below 90 percent	6	58	60	42	32	40	0	0	0	0	0	0	0	238
One or more suspensions	1	3	0	0	1	4	0	0	0	0	0	0	0	9
Course failure in ELA	4	2	2	2	1	2	0	0	0	0	0	0	0	13
Course failure in Math	3	3	3	1	0	1	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	52	51	0	0	0	0	0	0	0	111
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	38	49	0	0	0	0	0	0	0	95
Number of students with a substantial reading deficiency	7	40	81	81	0	0	0	0	0	0	0	0	0	209

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	7	39	72	73	41	43	0	0	0	0	0	0	0	275

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	4	4	3	10	0	4	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	1	0	1	2	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Tuesday 8/30/2022

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	107	125	123	129	112	143	0	0	0	0	0	0	0	739
Attendance below 90 percent	1	50	41	43	41	46	0	0	0	0	0	0	0	222
One or more suspensions	0	5	0	2	2	2	0	0	0	0	0	0	0	11
Course failure in ELA	1	0	5	1	1	2	0	0	0	0	0	0	0	10
Course failure in Math	0	0	4	1	2	2	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	1	35	80	79	49	116	0	0	0	0	0	0	0	360
Level 1 on 2019 statewide FSA Math assessment	1	52	77	68	62	89	0	0	0	0	0	0	0	349
Number of students with a substantial reading deficiency	1	35	80	79	49	116	0	0	0	0	0	0	0	360

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	1	49	74	71	58	89	0	0	0	0	0	0	0	342

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	6	3	23	0	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	0	1	2	0	0	0	0	0	0	0	0	3

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	107	125	123	129	112	143	0	0	0	0	0	0	0	739
Attendance below 90 percent	1	50	41	43	41	46	0	0	0	0	0	0	0	222
One or more suspensions	0	5	0	2	2	2	0	0	0	0	0	0	0	11
Course failure in ELA	1	0	5	1	1	2	0	0	0	0	0	0	0	10
Course failure in Math	0	0	4	1	2	2	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	1	35	80	79	49	116	0	0	0	0	0	0	0	360
Level 1 on 2019 statewide FSA Math assessment	1	52	77	68	62	89	0	0	0	0	0	0	0	349
Number of students with a substantial reading deficiency	1	35	80	79	49	116	0	0	0	0	0	0	0	360

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	1	49	74	71	58	89	0	0	0	0	0	0	0	342

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	6	3	23	0	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	0	1	2	0	0	0	0	0	0	0	0	3

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	36%	50%	56%				37%	50%	57%
ELA Learning Gains	66%						51%	56%	58%
ELA Lowest 25th Percentile	53%						47%	50%	53%
Math Achievement	52%	48%	50%				48%	62%	63%
Math Learning Gains	62%						62%	63%	62%
Math Lowest 25th Percentile	57%						57%	52%	51%
Science Achievement	26%	59%	59%				34%	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	29%	51%	-22%	58%	-29%
Cohort Comparison		0%				
04	2022					
	2019	44%	52%	-8%	58%	-14%
Cohort Comparison		-29%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	30%	50%	-20%	56%	-26%
Cohort Comparison		-44%				

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	41%	61%	-20%	62%	-21%
Cohort Comparison		0%				
04	2022					
	2019	57%	64%	-7%	64%	-7%
Cohort Comparison		-41%				
05	2022					
	2019	38%	57%	-19%	60%	-22%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	29%	49%	-20%	53%	-24%
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	7	61	50	18	61	73					
ELL	27	63	51	50	62	61	18				
ASN	52	63		69	67		23				
BLK	38	84		47	49	54	23				
HSP	28	59	47	47	64	50	25				
WHT	41	57		55	67						
FRL	44	73	57	58	67	65	31				

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	4	47		12	13						
ELL	23	34	38	39	63	56	22				
ASN	49	53		63	76		53				
BLK	29	40	36	24	22	30	9				
HSP	28	34	45	38	54	55	15				
WHT	38			40							
FRL	34	37	39	39	39	40	14				
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	12	41	42	21	60	62	18				
ELL	29	47	43	47	65	58	24				
ASN	43	57		57	72		21				
BLK	26	32	33	38	53	58	25				
HSP	38	56	50	53	64	62	39				
MUL	50			50							
WHT	45	62		40	55		47				
FRL	33	47	38	43	61	60	28				

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)	N/A
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	413
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	49
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	55
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	51
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	48
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	
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	55
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	57
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?

While ELA proficiency in 2021-2022 increased 3% from previous year, reading proficiency continues to be below 40% since pre-COVID. While Science proficiency in 2021-2022 increased by 7%, science proficiency has dropped below 30% post-COVID. Math proficiency in 2021-2022 increased above 50%, LPQ gains in 2021-2022 increased above 50% and gains in both subject areas were above 50%.

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

Although there were no declines in data from 2021-2022 compared to last school year, the greatest need for improvement are reading and science proficiency since they remain below 40%. We need to continue to devise strategy to better support the needs of our ELLs and ESE students.

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 FSA Reading proficiency data is below 40%. Our school 3-5th grade students are comprised of 44% ELL which contributes to the lower reading proficiency. Another factor is that 13% of this group are students with disabilities. Corrective Reading and Language for Learners was implemented to address this gap. For the 2022-2023 school year, new standards and curriculum is being implemented. We will be using BEST standards and Benchmark Advance. Benchmark Advance includes ELL and ESE strategies and resources to assist teachers with instruction.

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

Math proficiency increased by 14%, gains in reading increased by 27%, gains in math increased by 16% and reading LPQ gains increased by 15% and math LPQ gains increased by 16%.

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

Work during common planning to focus on the item specifications and the depth of the standard helped to align instruction. Achieve 3000 and Freckle were monitored closely. Admin worked with teachers to identify target students and have data chats to focus small group instruction. Admin, coaches and interventionists worked with target students by providing small group intervention and instruction.

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

Targeted small group instruction

Best practices for student engagement in the classroom

Additional PD to share best practice through reflection, lesson studies, instructional rounds, etc.

Empowering students to take ownership of their learning through accountability tools and data chats

Ongoing accountability for 'look fors' to be implemented

Frequent classroom rounds/walkthroughs to improve teaching and learning

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

Professional Development on the following topics:

Standards Based Centers

Collaborative Strategies

Increasing Student Ownership

Data Monitoring and Feedback

Standards based instruction

MTSS/RtI to provide targeted supports in small group

Corrective Reading and Reading Mastery - DI intervention program

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

90 minute common planning sessions with teachers will continue. Faculty Meetings and ERT focused on standards based instruction. Teachers will lead PD breakout sessions to showcase best practices and highly effective strategies.

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.

Increase reading, math and science proficiency through targeted standards based instruction.

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

If teachers increase the use of standards aligned tasks and increase student engagement, then student proficiency will increase in math, reading and science.

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

assessment data from multiple platforms (PMA, iReady, STAR Freckle, Acaletics, Achieve 3000), walkthrough data, CAST data, 5 Essentials, surveys

Person responsible for monitoring outcome:

Jasmin Gomez (esparzaj@duvalschools.org)

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

San Jose Elementary will commit to generating standards aligned tasks by engaging in unpacking standards, item specifications and achievement level descriptors (ALDs). Evidence will include the Standards Based Walkthrough Tool data, student work, etc. The Title I grant project and funds will be leveraged for supplemental programming and will be used to implement salaried and non-salaried activities. The activities and strategies include meeting with each grade level team for collaborative planning, conducting classroom walkthroughs to ensure standards aligned instruction is in motion, invite teachers/interventionists to observe their colleagues, have interventionists model lessons for novice teachers, etc.

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

Standards-based aligned student tasks will lead to an increase of academic proficiency in all content 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.

Action Step #1- Admin and instructional coaches will meet with each grade level team weekly during collaborative planning time to plan standards based aligned student tasks.

1. Admin and coaches will plan and facilitate weekly common planning sessions among grade level teams.
2. Admin and coaches will provide a plethora of research-based resources for teachers to generate aligned student tasks.
3. Admin, instructional coaches, Math Interventionist and Reading Interventionists will collaborate with teachers to develop aligned student tasks.
4. Admin, instructional coaches, Math Interventionist and Reading Interventionists will provide intensive support to students far below grade level through targeted intervention support coupled with standards based small group instruction. This is an opportunity for admin, instructional coaches, Math Interventionist and Reading Interventionists to model small group instruction for teachers using aligned student tasks.

Person Responsible Jasmin Gomez (esparzaj@duvalschools.org)

Strategy #2 Action Steps: #2- Admin and instructional coaches will conduct instructional rounds using the Standards Based Walkthrough tool to calibrate within the first month of school. Following months, leadership team will conduct bi-monthly walkthroughs to assess aligned student tasks.

1. Admin and instructional coaches will conduct weekly walkthroughs to follow through with goals from common planning and monitor aligned student tasks.
2. Admin and instructional coaches will utilize the Standards Based Walkthrough tool.
3. Admin and instructional coaches will provide consistent feedback to teachers on delivering effective standards based instruction and the use of aligned student tasks.

Person Responsible Jasmin Gomez (esparzaj@duvalschools.org)

Strategy #3 Action Steps: Admin and instructional coaches will lead standards based instruction trainings, common planning sessions and facilitate data chats to implement aligned student tasks.

1. Provide professional development opportunities for teachers gather a variety of data sources and making data informed decisions when grouping students.
2. Provide professional development opportunities for teachers for developing reading, math and science aligned student tasks.
3. Provide professional development on the utilization of additional instructional resources and technology resources to provide differentiated aligned student tasks.

4. Invite teacher leaders and interventionists to lead PD for teachers on effective student engagement strategies.

Person Responsible Jasmin Gomez (esparzaj@duvalschools.org)

Strategy #4 Action Steps- #4- Admin and instructional coaches will provide opportunities during the school day for teachers to observe each other's instruction and discuss aligned student tasks. .

1. Teachers will participate in instructional rounds to examine standards and student tasks being given within their same grade level.
2. Teachers will also observe teachers in the grade level below and grade level above to examine progression of standards and engage in vertical articulation around standards and student tasks.
3. Teacher will engage in thoughtful self-reflection to improve teaching and learning.
4. Media specialist will also support when not on the resource schedule to push in and provide intensive intervention support to struggling learners in primary grades.

Person Responsible Jasmin Gomez (esparzaj@duvalschools.org)

Implement supplementary curriculum to boost student achievement in reading and math. 2-5th grade math teachers will utilize Acaletics and 3rd grade teachers will use Corrective Reading. 4th and 5th grade students will receive corrective reading interventions if they are identified as needing Tier 3 supports. Additional paras purchased with Title 1 funds will be used to support tier 3 students in the classroom by providing 1:1 and small group support throughout the school day focused on reinforcing core instruction and addressing skill gaps.

Person Responsible [no one identified]

#2. Positive Culture and Environment specifically relating to Student Engagement**Area of Focus****Description and Rationale:**

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

This area of focus will serve as the foundation for providing students with the social emotional learning to needed to support their overall mental health like being able to regulate their emotions and positive social skills. Students that can regulate their emotions perform at higher levels than students that cannot. At San Jose, our mission is to empower students to be responsible citizens. By implementing character education, we will be able to strive towards reaching academic achievement for ALL students.

Measurable**Outcome:**

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

If teachers implement engagement strategies and school-wide positive behavior systems with fidelity, then students will become responsible citizens.

Monitoring:

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

discipline data, positive referrals, student of the month, attendance, surveys

Person

responsible for monitoring outcome:

Brianna Cousins (harmonb2@duvalschools.org)

Evidence-based Strategy:

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

Implement student engagement strategies in every classroom through collaborative learning and group work
 Implement Positive Behavior Systems using daily Morning Meeting using Sanford Harmony (SEL curriculum) and Calm Classroom
 Implement Positive Behavior Systems using Panda Paws
 Implement Positive Behavior Systems using Positive Panda Referrals aligned to character traits of the month
 Implement Positive Behavior Systems by having a Calm Down Area in every classroom to be proactive with addressing negative student behavior
 Reduce class size to allow for teachers to provide more intensive support to struggling learners. Additional teacher positions will be added and used to reduce class size in 3-5th grade.
 Engage in a book study around boosting student engagement strategies through whole brain teaching strategies and total physical response (ESOL strategy). Books will be purchased using Title 1 funds to support this goal.

Rationale for Evidence-based

Increasing student engagement will have an impact on increasing reading, math and science proficiency. More than ever, social emotional learning is necessary in

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

schools to address the learning gaps caused by home learning and meet the variety of student needs during this pandemic.

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.

Admin and School Counselor will provide professional development opportunities to teachers and paraprofessionals on implementation of a Morning Meeting using Sanford Harmony, Calm Classroom, and character building lessons. If funding allows, Paras will be used to bridge gap between school and home to provide opportunities for families to learn about Sanford Harmony and Calm Classroom to implement strategies at home. Paras will host family workshops to provide emotional regulation support to families to apply with students at home. Paras will communicate 'positive glows' with families for students that are struggling with behavior. Paras will also support with distributing Pawsitive Pandas to classrooms that are following common area behavior expectations and positive referrals to students for following our Panda pledge.

Person Responsible Brianna Cousins (harmonb2@duvalschools.org)

Admin will provide professional development to all teachers and staff on the use of Panda Paws to reward desired behaviors in common areas; Admin and School Counselor will provide professional development to all teachers and staff on the use of Positive Panda Referrals to reward desired behaviors in and out of the classroom.

Person Responsible Brianna Cousins (harmonb2@duvalschools.org)

Teachers will implement a calm down area in all classrooms. Teachers will provide calm down bins that include a variety of resources to assist students with regulating their emotions.

Person Responsible Brianna Cousins (harmonb2@duvalschools.org)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	Address inequities is one of our school improvement goals- specifically ensuring that we are bridging the gap between our ELL, Black and ESE students. We will place an emphasis on increasing teacher collaboration to further foster teacher to teacher trust and collective responsibility with addressing equity needs at San Jose.
Include a rationale that explains how it was identified as a critical need from the data reviewed.	In schools with strong Collaborative Teachers, all teachers collaborate to promote professional growth. In such schools, teachers are: <ul style="list-style-type: none"> • active partners in school improvement (improving equity and ESSA data), • committed to the school, and • focused on professional development.

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

- If I... acknowledge teacher strengths and capacities...
- Then... I can identify teacher leaders to facilitate team building, peer observations, mentoring and coaching conversations...
- So that... teachers serve as leaders, mentors, and coaches.
- And ultimately... improve teacher trust and collaboration at San Jose Elementary to ensure an equitable education for all students.

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

5 Essentials data
Early Warning Systems
Assessment Data

Person**responsible for****monitoring****outcome:**

Jasmin Gomez (esparzaj@duvalschools.org)

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

San Jose Elementary teachers work collaboratively and collectively to engage in ongoing improvement of teaching and learning to ensure all students receive an equitable education.

Rationale for**Evidence-based****Strategy:****Explain the****rationale for****selecting this****specific****strategy.**

Increase student achievement for all students. Resources to be used are access to technology (interactive monitors) to enhance the learning experience in the classrooms, field experiences for students to apply their learning, training on GLAD strategies that require lots of visuals to assist our struggling learners (the poster maker will be used to produce anchor charts, print large graphic organizers, etc.). We will also focus the media specialist, interventionists and additional classroom teaching positions to target our most struggling students (all ELL, and/or ESE, and/or Black) to bridge the literacy gap at San Jose.

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.

Allot time during faculty meetings for teachers to engage in equity conversations.

Allot time during faculty meetings and common planning for teachers to facilitate activities that strengthen staff relationships and team building to foster trust with sharing best practices.

Allot time for teachers to share best practices that involve how teachers communicate the standard language to students, engage students in group work, provide visuals, engage in small group instruction, engage in data chats, etc.

Person Responsible Jasmin Gomez (esparzaj@duvalschools.org)

Allot time to provide trainings on increasing student engagement that involve whole brain teaching strategies and group work. Prioritize providing professional development opportunities to teachers on student engagement to boost student performance by appealing to a variety of learning modalities. One of the resources purchased through Title 1 is the poster maker materials. This will ensure teachers have access to

generating large anchor charts to post around their room for additional visuals for students to serve as Tier 1 supports. We will also ensure all students have access to school supplies and headphones to successfully engage in blended learning platforms and classroom instruction. If needed, we will provide students with the necessary school supplies to successfully participate in the lesson. Funding from Title 1 will be used to purchase additional school supplies.

Person Responsible Jasmin Gomez (esparzaj@duvalschools.org)

#4. Instructional Practice specifically relating to ELA

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 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.

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

K-5 data:

*Increase percentage of K-2 students scoring "At Grade Level" or above by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

*Increase percentage of 3 -5 grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

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

Our school leadership team, district content specialist support, elementary region specialists and teachers will review ELA data from district assessments.

Person responsible for monitoring outcome:

Jasmin Gomez (esparzaj@duvalschools.org)

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.

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

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 and interventionists 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 Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection. <https://www.ascd.org/el/articles/howto->

plan-effective-lessons

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners.
<https://www.ascd.org/el/articles/turn-small-reading-groups-intobig-wins>

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 as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ensure teachers are equipped and comfortable with all four strategies listed above. Professional Development during Early Release Days and Common Planning will be essential for Leadership to support teachers. Based on observational data and teacher feedback, PD topics will be set before each Early Release and Common Planning.

Person Responsible

Jasmin Gomez (esparzaj@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. We will also have support from our elementary region specialists to support teachers with implementing ESOL strategies and adapting the new reading curriculum (Benchmark Advance) to fit the needs of our students.

Person Responsible

Jasmin Gomez (esparzaj@duvalschools.org)

Give immediate feedback on any observations/walkthroughs conducted by school leadership, principal PLC groups, district content specialists, and district leadership.

Person Responsible

Jasmin Gomez (esparzaj@duvalschools.org)

The Title I grant project and funds will be leveraged by having salaried positions support Tier 2 and Tier 3 students by providing Tier 2 and Tier 3 supports. The media specialist will also be used to support students in primary grades through Response to Intervention strategies. Media specialist will also align her media lessons to BEST standards to ensure she is providing on grade level expectations during resource lessons that support the work being done by K-5 classroom teachers.

Person Responsible

Jasmin Gomez (esparzaj@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

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: 1st - 80% and 2nd - 73%

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

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 66%, 4th grade is 62%, and 5th grade is 62%.

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 2022 statewide, standardized English Language Arts assessment by 3-4 percentage points. Decrease number of "Below Grade Level" students by 3-4 percentage points.

Monitoring:

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, elementary region specialists and teachers will review ELA data from district assessments.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Gomez, Jasmin, esparzaj@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 BEST standards, using data from informal and formal assessments, planning clear objectives, implementation, and checking for understanding when lesson planning.

Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Small group instruction will allow teachers/interventionists to meet students at their level to support their needs. The Title I grant funds will be leveraged by having salaried positions support Tier 2 and Tier 3 students. The media specialist will also be used to support students in primary grades through Rtl supports.

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?

Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection. <https://www.ascd.org/el/articles/howto-plan-effective-lessons>

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners. <https://www.ascd.org/el/articles/turn-small-reading-groups-intobig-wins>

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
<p>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.</p>	<p>Gomez, Jasmin, esparzaj@duvalschools.org</p>
<p>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. We will also have support from our elementary region specialists to support teachers with implementing ESOL strategies and adapting the new reading curriculum (Benchmark Advance) to fit the needs of our students.</p>	<p>Gomez, Jasmin, esparzaj@duvalschools.org</p>
<p>Give immediate feedback on any observations/walkthroughs conducted by school leadership, principal PLC groups, district content specialists, and district leadership.</p>	<p>Gomez, Jasmin, esparzaj@duvalschools.org</p>

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.

At San Jose Elementary School we strive to build a positive school culture and environment. Through the use of Calm Classroom, a social-emotional learning curriculum, teachers and staff will build a strong classroom community and schoolwide culture of positivity. With that, teachers have class meeting or morning meeting to build a classroom community and positive culture. Other ways to build a positive school environment are by celebrating our teachers and students. Each month, teachers nominate a Proud Panda Student of the Month. This student is spotlighted as being a role model for that particular month in his/her class.

San Jose Elementary School has a PBIS team that meets monthly. This team discusses schoolwide discipline and procedures to implement for student success. Through the PBIS team, teachers and students share ideas and interventions to ensure that students are able to be their best self in the classroom. The PBIS team gives suggestions and opportunities to discuss strengths and areas that can be improved schoolwide to contribute to our positive culture.

The school also has staff members participating in an Equity Audits in the Classroom book study. Through this study, the team is working on how we can expand our communication and support not just to our individual

classrooms but through other grade levels, staff members, and to our outside community. Parents, families, and community stakeholders are invited to monthly Parent and Community Engagement events. These events include data nights, fall festivals, and more. This helps families become more involved and active in their child's education.

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

San Jose Elementary has a variety of stakeholders. Our community stakeholders include parents, faith-based partners, local school board members, community partners, etc. Through parent feedback, we develop events that can help our parents understand and facilitate learning at home. We offer resources and events to help them

with academic and behavioral questions that they may have. Staff members participate in these events to work closely with families to show their support. Faith-based partners help provide food and other donations to aid our families with needs they may have. They also volunteer their time to assist with community events to show their support for San Jose Elementary. Community partners such as Amazon, are invited and welcomed at our school to help with community events and also help beautify our campus and make it a more welcoming environment. Our local school board member, Ms. Pearson, often comes out to events and celebrations to show her support for our school and help build a positive culture. Additional ways to reach our families are through monthly SAC and PTA meetings. These meetings allow all stakeholders to be present and share ideas on ways to improve our school. After school I Am A Star-Team Up is another resource for our families that gives students opportunities to work with the community and participate in schoolwide events.