

Duval County Public Schools

Mamie Agnes Jones Elementary School



2022-23 Schoolwide Improvement Plan

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Mamie Agnes Jones Elementary School

700 ORANGE AVE, Baldwin, FL 32234

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

Demographics

Principal: Katherine K IR Kland

Start Date for this Principal: 7/1/2018

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 Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (57%) 2018-19: C (52%) 2017-18: B (61%)
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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Mamie Agnes Jones Elementary School

700 ORANGE AVE, Baldwin, FL 32234

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

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	46%

School Grades History

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

Every student is inspired and prepared for success in college or a career, and life.

Provide the school's vision statement.

At Mamie Agnes Jones Elementary, our vision is to ensure students show leadership qualities and character to reach their maximum academic growth through rigorous standards and the use of individual goal setting.

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
Lee, Marianne	Principal	<p>Review school-wide student performance data through monthly meetings, monitor implementation of three tiered interventions and student data, identify further professional development needs.</p>
Wright, Dishon	Assistant Principal	<p>Instructional Management</p> <ol style="list-style-type: none"> 1. Participate in development and evaluation of educational programs. 2. Encourage and support development of innovative instructional programs, helping teachers pilot such efforts when appropriate. 3. Promote the use of technology in teaching/learning process. <p>Assistant Principal Job Description School/Organizational Climate</p> <ol style="list-style-type: none"> 4. Promote a positive, caring climate for learning. 5. Deal sensitively and fairly with persons from diverse cultural backgrounds. 6. Communicate effectively with students and staff. <p>School/Organizational Improvement</p> <ol style="list-style-type: none"> 7. Participate in development of campus improvement plans with staff, parents, and community members. 8. Help principal develop, maintain, and use information systems to maintain and records to track progress on campus performance objectives and academic excellence indicators. <p>Personnel Management</p> <ol style="list-style-type: none"> 9. Observe employee performance, record observations, and conduct evaluation conferences. Serve as second appraiser for designated teacher appraisal system. 10. Assist principal in interviewing, selecting, and orienting new staff. <p>Administration and Fiscal/Facilities Management</p> <ol style="list-style-type: none"> 11. Supervise operations in principal's absence. 12. Help plan daily school activities by participating in the development of class schedules, teacher assignments, and extracurricular activity schedules. 13. Supervise reporting and monitoring of student attendance and work with attendance clerk on followup investigations. 14. Work with department heads and faculty to compile annual budget requests based on documented program needs. 15. Requisition supplies, textbooks, and equipment; check inventory; maintain records; and verify receipts for materials. 16. Assist with safety inspections and safety-drill practice activities. 17. Coordinate transportation, custodial, cafeteria, and other support services. 18. Comply with federal and state laws, State Board of Education rule, and board policy. <p>Student Management</p> <ol style="list-style-type: none"> 19. Ensure that students are adequately supervised during noninstructional periods.

Name	Position Title	Job Duties and Responsibilities
	Assistant Principal Job Description	20. Help to develop a student discipline management system that results in positive student behavior. 21. Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable. 22. Conduct conferences on student and school issues with parents, students, and teachers. Professional Growth and Development 23. Participate in professional development to improve skills related to job assignment. School/Community Relations 24. Articulate the school's mission to community and solicit its support in realizing mission. 25. Demonstrate awareness of school-community needs and initiate activities to meet those needs. 26. Use appropriate and effective techniques to encourage community and parent involvement. 27. Other duties as assigned. Supervisory Responsibilities: Share supervisory responsibility for professional staff with school principal. Supervise teachers, custodians, paraprofessionals, clerical personnel and others as assigned.

Demographic Information

Principal start date

Sunday 7/1/2018, Katherine K IR Kland

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.*

3

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

9

Total number of teacher positions allocated to the school

16

Total number of students enrolled at the school

382

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

3

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

3

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	62	67	57	79	62	59	0	0	0	0	0	0	0	386
Attendance below 90 percent	1	27	24	30	17	17	0	0	0	0	0	0	0	116
One or more suspensions	0	2	2	6	3	7	0	0	0	0	0	0	0	20
Course failure in ELA	2	5	2	2	1	3	0	0	0	0	0	0	0	15
Course failure in Math	1	1	0	1	0	1	0	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	10	13	14	0	0	0	0	0	0	0	37
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	10	10	0	0	0	0	0	0	0	28
Number of students with a substantial reading deficiency	2	15	23	35	0	0	0	0	0	0	0	0	0	75

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	2	17	22	26	10	8	0	0	0	0	0	0	0	85

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	2	1	1	10	1	1	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Monday 7/18/2022

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	44	48	53	56	54	55	0	0	0	0	0	0	0	310
Attendance below 90 percent	6	16	16	19	14	30	0	0	0	0	0	0	0	101
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	0	0	0	0	0	4	0	0	0	0	0	7
Course failure in Math	3	3	2	0	0	0	2	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	23	0	0	40	0	0	0	0	0	63
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	47	0	0	67	0	0	0	0	0	114
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	17	32	24	23	42	0	0	0	0	0	0	0	141

The number of students identified as retainees:

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

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	44	48	53	56	54	55	0	0	0	0	0	0	0	310
Attendance below 90 percent	6	16	16	19	14	30	0	0	0	0	0	0	0	101
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	0	0	0	0	0	4	0	0	0	0	0	7
Course failure in Math	3	3	2	0	0	0	2	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	23	0	0	40	0	0	0	0	0	63
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	47	0	0	67	0	0	0	0	0	114
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	17	32	24	23	42	0	0	0	0	0	0	0	141

The number of students identified as retainees:

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

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	51%	50%	56%				44%	50%	57%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains	56%						55%	56%	58%
ELA Lowest 25th Percentile	38%						48%	50%	53%
Math Achievement	65%	48%	50%				59%	62%	63%
Math Learning Gains	71%						64%	63%	62%
Math Lowest 25th Percentile	71%						36%	52%	51%
Science Achievement	48%	59%	59%				56%	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	42%	51%	-9%	58%	-16%
Cohort Comparison		0%				
04	2022					
	2019	39%	52%	-13%	58%	-19%
Cohort Comparison		-42%				
05	2022					
	2019	41%	50%	-9%	56%	-15%
Cohort Comparison		-39%				

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	40%	61%	-21%	62%	-22%
Cohort Comparison		0%				
04	2022					
	2019	63%	64%	-1%	64%	-1%
Cohort Comparison		-40%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	60%	57%	3%	60%	0%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	50%	49%	1%	53%	-3%
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	28	28	18	40	71	67	20				
BLK	40	63		43	63		42				
HSP	57			71							
MUL	42			42							
WHT	54	55	46	74	71	77	59				
FRL	45	51	36	59	74	79	47				

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	24	46		46	69		33				
BLK	50	62		43	38		27				
HSP	50			75							
MUL	50			42							
WHT	55	71		72	77		57				
FRL	44	63	45	57	67	70	40				

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	38		41	48						
BLK	29	41		25	35						
HSP	50			75							
MUL	30			60							
WHT	47	59	44	65	68	33	73				
FRL	33	56	53	45	54	29	44				

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	57
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	400
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
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Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	
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	50
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	64
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	42
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	62
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	56
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?

Reading proficiency, overall gains and LPQ gains are showing in need of support in grades 4th and 5th. Our 3rd grade ELA proficiency is steadily increasing.

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

Reading proficiency, overall gains and lowest performing quartile all are in need of improvement. Science remained the same, which should be improving.

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

A stronger foundational skills development is needed in K-2. This includes the areas of phonological awareness and phonics instruction. The need for systematic and explicit phonics instruction is critical for reading success. Our teachers understand the importance of students reading high frequency words, but they need to have the tools to be explicit in phonics too. In addition, the engagement in reading in intermediate is needed to increase student learning and scores.

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

Math proficiency. overall gains and lowest performing quartile students all increased.

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

Our instruction needs to improve in the area of student engagement. Students can be compliant, but not truly engaged in the thinking of the benchmarks/standards. During the 2021-22 school year, several teachers participated in the Culturally Responsive Teaching workshops that the Office of Culture and Climate provided. While we saw marked improvements during the last round of formal observations, student engagement has to happen daily. Therefore, building teachers toolbox of engagement strategies is key.

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

Implementation of the Kagan Cooperative Learning Structures will be crucial to make sure we are meeting the needs of all students. A group of 9 educators participated in the Kagan Summer Academy (5 days) to learn the structures and make an action plan for implementation. Title I funds have been allocated for a reading interventionist and an additional teacher to provide targeted supports to smaller groups of students. Our media specialist will also be funded for an addition .5 and will support reading and science in our STEM lab. Two paraprofessionals will be used to support small groups and provide support to the teachers. We are purchasing the Heggerty and Benchmark Advance Phonics programs for additional reading support. To support science learning, we are purchasing instructional materials from J & J Bootcamp for 5th grade and hands on learning materials for our STEM lab from hand2mind, office depot, EAI and Lakeshore. Whiteboards and dry erase markers will be purchased for all students for use in the classroom to increase engagement and opportunities for informal assessment in all subjects. Additional funds will be used to purchase general student supplies such as pencils and composition books from the storeroom to provide for student use. We will continue with the implementation of Acaletics this year to maintain growth in mathematics.

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.

Teachers will be trained on the Kagan Cooperative Learning Structures, including desk/table placement. Each month a structure will be introduced, modeled, planned for instruction and monitored in classrooms. Support will be provided to teachers who struggle with the structure. The goal is to have these 9 structures added this school year to increase their toolbox.

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

Additional training for leadership can be done through Kagan for Leadership Academy. We will use Title I funds to purchase additional AVI Flat Panel computers to be used in classrooms to increase student

engagement during whole and small group instruction. We will also fund the Explore Learning Reflex and Frax programs to continue to provide mathematical fluency support to our students. We will also purchase the typing.com program for our students to learn proper keyboarding, a skill they will need in order to be successful with the increased use of online programs and testing.

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 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.

After classroom observations and reviewing data from blended learning and paper-based assessments, students who are not interested or engaged in learning, basically tune out the instructor. Therefore, he/she is missing critical learning opportunities.

Measurable Outcome:

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

80% of classrooms will implement 1 Kagan Structure per month with fidelity.

Monitoring:

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

Leadership Team will monitor instruction based on plans done in PLCs to implement the Kagan Structure of the Month.

Person responsible for monitoring outcome:

Katherine Kirkland (kirklandk@duvalschools.org)

Evidence-based Strategy:

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

Kagan Structures have been found to decrease disciplinary referrals, reduce the achievement gap, positive social skill development by increased positive referrals, and increased overall gains with student achievement. (Source: www.kaganonline.com "about")

Rationale for Evidence-based Strategy:

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

The need for improving student engagement was needed. This is not only for student engagement, but for teacher retention and recruitment.

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

#2. Instructional Practice specifically relating to Science

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

Science proficiencies have been stuck around the 45% proficiency in 5th grade science for 2 years in a row. While the content hasn't changed, resources have been added. This is not helping these scores to improve.

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

Increase 5th grade Science Proficiency by 5% points to be at 50% of all 5th graders to be a Level 3 or higher.

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

Monitor PMA assessments for science; In addition, use the J & J Educational Bootcamp materials and assessments to progress monitor.

Person responsible for monitoring outcome:

Katherine Kirkland (kirklandk@duvalschools.org)

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

Develop and implement a rotation schedule once per week that uses Bootcamp Hands On Lessons with leveled worksheets to improve the performance of students considered "At Risk". (per J & J Educational Bootcamp)

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

Differentiating learning for students to ensure equity in learning. Meeting the needs of more students versus whole group will assist with improving proficiencies.

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

#3. 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.

Overall reading proficiency has decreased. Overall gains and lowest performing quartile gains did improve. With the transition to the new BEST standards, the need for support is there for benchmarks as well as the new materials (Benchmark Advance) that will be used.

Measurable Outcome:

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

Increase reading proficiency to 55% proficiency by the end of the 2022-23 school year as assessed through the FAST standardized assessment.

Monitoring:

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

Through formal and informal observations by administrative staff. In addition, frequent walkthroughs to align instructional delivery with benchmarks. Monitoring will also happen through unit assessments and state assessments throughout the year.

Person responsible for monitoring outcome:

Katherine Kirkland (kirklandk@duvalschools.org)

Evidence-based Strategy:

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

Review the BEST standards to understand the depth of what students are expected to know, understand and do. Exit tickets will need to be created that align to the benchmark with the qualitative rigor in text complexity. Weekly PLCs to review materials, discuss student expectations of learning and create exit tickets. Review of data and data chats with students.

Rationale for Evidence-based Strategy:

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

Exit tickets will be reviewed as well as quarterly assessments to determine if tickets are aligning with expectations. Also, frequent review of reading blended learning data.

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

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 the school we have a plan for each month to do something to build/maintain morale with the faculty & staff. In addition, we use collaborative structures in PLCs and in Faculty Meetings that allow faculty to interact with each other. In addition, we assist teachers in instruction and in motivation of our students. Through our monthly Pow Wows and 100% Club and Getting Gritty Club, we make sure our students have the motivation to push themselves academically. Each month, with our Acaletics Green Parties, we spotlight students meeting the goal and for those who have high expectations for meeting their goals. Teachers and students have data chats after major assessments to discuss where we are instructionally and what our next steps will be. Our team wears our special t-shirts to show our school spirit. Class Dojo as a school to increase parent involvement and to make aware of our celebrations and initiatives.

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

Administrative Team: Acaletics Green Parties

Administrative Team/Teachers: Identifying students for 100s Club, Getting Gritty & Dog Tags for Pow Wows

Classroom Teachers: supporting plans for motivation within the school