**Duval County Public Schools**

# Northwestern Legends Elementary



# 2022-23 Schoolwide Improvement Plan

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# Northwestern Legends Elementary

## 2100 W 45TH ST, Jacksonville, FL 32209

### http://www.duvalschools.org/nle

## Demographics

## Principal: Kimberly Brown

Start Date for this Principal: 11/1/2021

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2021-22 Title I School** | Yes |
| **2021-22 Economically<br>Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 100% |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>Black/African American Students*<br>Economically Disadvantaged Students* |
| **School Grades History** | 2021-22: D (40%)<br><br>2018-19: B (54%)<br><br>2017-18: D (36%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Northeast |
| **Regional Executive Director** | Cassandra Brusca |
| **Turnaround Option/Cycle** | N/A |
| **Year** | N/A |
| **Support Tier** | N/A |
| **ESSA Status** | CSI |
| * 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.](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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# Northwestern Legends Elementary

### 2100 W 45TH ST, Jacksonville, FL 32209

### http://www.duvalschools.org/nle

## 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 | 98% |

## School Grades History

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

## 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.**

We, along with community stakeholders, aim to inspire and empower students to excel both academically and socially through a nurturing and safe environment that cultivates productive citizens and future leaders.

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

Northwestern Legends Elementary will promote academic excellence and social responsibility in every classroom for every student, every day.

### 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 |
|------|----------------|--------------------------------|
| Brown, Kimberly | Principal | The Principal will:<br>Understand and lead the school systems and it's organization; Understand and apply laws, rules, policies and procedures, Understand and lead current educational trends and research; Understand personnel evalatuion protocol and other personnel procedures; Apply skills to work coorperatively with personnel at all levels of the organiztion; Apply skills in personnel management and supervision techniques; Plan, organize and manage multiple tasks and completing priorities; Employ the continuous improvement process for problem solving and managing change; Analyze, interpret, and use data in decision making;Prepare and manage assigned budget and allocated resources; Communicate effectively orally and in writing; Supervise and suppport leadership development in others at all levels of the organziation; Counsel individuals relative to leadership opportunities<br>and career options; Build human captial; Effectively maintain a positive culture and climate utilzing 5 essentials data. |
| White, Nikesha | Assistant Principal | The Assistant Principla will: Understand and lead the school systems and it's organization; Understand and apply laws, rules, policies and procedures, Understand and lead current educational trends and research; Understand personnel evalatuion protocol and other personnel procedures; Apply skills to work coorperatively with personnel at all levels of the organiztion; Apply skills in personnel management and supervision techniques; Plan, organize and manage multiple tasks and completing priorities; Employ the continuous improvement process for problem solving and managing change; Analyze, interpret, and use data in decision making;Prepare and manage assigned budget and allocated resources; Communicate effectively orally and in writing; Supervise and suppport leadership development in others at all levels of the organziation; Counsel individuals relative to leadership opportunities and career options; Build human captial; Effectively maintain a positive culture and climate utilzing 5 essentials data. |
| Sims, Barbara | Assistant Principal | The Assistant Principal will: Understand and lead the school systems and it's organization; Understand and apply laws, rules, policies and procedures, Understand and lead current educational trends and research; Understand personnel evalatuion protocol and other personnel procedures; Apply skills to work coorperatively with personnel at all levels of the organiztion; Apply skills in personnel management and supervision techniques; Plan, organize and manage multiple tasks and completing priorities; Employ the continuous improvement process for problem solving and managing change; Analyze, interpret, and use data in decision making;Prepare and manage assigned budget and allocated resources; Communicate effectively orally and in writing; Supervise and suppport leadership development in others at all levels of the organziation; Counsel individuals relative to leadership opportunities<br>and career options; Build human captial; Effectively maintain a positive culture and climate utilzing 5 essentials data. |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| Kohn, Dwyane | Other | facilitates grade level common planning professional development; develops leads and evaluates school core content standards/programs; reviews and provides support with the curriculum guides; analyzing and dis-aggregating student data; provide researched-based strategies to teachers to increase student achievement; monitor the implementation of strategies through teacher meetings, classroom visits, walk-throughs, and observations; pulls small math focused groups with targeted students in LPQ and learning gains |
| Murphy, Titoya | Other | facilitates grade level common planning professional development; develops leads and evaluates school core content standards/programs; reviews and provides support with the curriculum guides; analyzing and dis-aggregating student data; provide researched-based strategies to teachers to increase student achievement; monitor the implementation of strategies through teacher meetings, classroom visits, walk-throughs, and observations; pulls small math focused groups with targeted students in LPQ and learning gains |

## Demographic Information

**Principal start date**
Monday 11/1/2021, Kimberly Brown

**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.*
3

**Total number of teacher positions allocated to the school**
26

**Total number of students enrolled at the school**
535

**Identify the number of instructional staff who left the school during the 2021-22 school year.**
10

**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 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of students enrolled | 99 | 89 | 96 | 107 | 87 | 102 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 580 |
| Attendance below 90 percent | 7 | 48 | 60 | 64 | 58 | 54 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 291 |
| One or more suspensions | 8 | 15 | 5 | 33 | 10 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 99 |
| Course failure in ELA | 2 | 0 | 6 | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |
| Course failure in Math | 2 | 1 | 5 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 42 | 17 | 53 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 112 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 36 | 28 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 111 |
| Number of students with a substantial reading deficiency | 27 | 47 | 68 | 42 | 17 | 53 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 254 |

**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 | 11 | 15 | 13 | 13 | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 93 |

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

| Indicator | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Retained Students: Current Year | 4 | 1 | 7 | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 62 |
| Students retained two or more times | 0 | 0 | 2 | 4 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |

**Date this data was collected or last updated**

Tuesday 7/26/2022

**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 | 51 | 60 | 59 | 61 | 41 | 62 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 334 |
| Attendance below 90 percent | 17 | 20 | 15 | 27 | 14 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 112 |
| One or more suspensions | 3 | 4 | 6 | 2 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| Course failure in ELA | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in Math | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Level 1 on 2019 statewide FSA ELA assessment | 34 | 52 | 52 | 45 | 13 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 225 |
| Level 1 on 2019 statewide FSA Math assessment | 38 | 54 | 51 | 48 | 7 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 216 |
| 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 | 33 | 52 | 47 | 46 | 9 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 211 |

**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 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Students retained two or more times | 0 | 0 | 0 | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |

**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 | 51 | 60 | 59 | 61 | 41 | 62 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 334 |
| Attendance below 90 percent | 17 | 20 | 15 | 27 | 14 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 112 |
| One or more suspensions | 3 | 4 | 6 | 2 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| Course failure in ELA | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in Math | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Level 1 on 2019 statewide FSA ELA assessment | 34 | 52 | 52 | 45 | 13 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 225 |
| Level 1 on 2019 statewide FSA Math assessment | 38 | 54 | 51 | 48 | 7 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 216 |
| 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 | 33 | 52 | 47 | 46 | 9 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 211 |

**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 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Students retained two or more times | 0 | 0 | 0 | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |

## 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 | 18% | 50% | 56% | | | | 34% | 50% | 57% |
| ELA Learning Gains | 47% | | | | | | 62% | 56% | 58% |
| ELA Lowest 25th Percentile | 54% | | | | | | 63% | 50% | 53% |
| Math Achievement | 25% | 48% | 50% | | | | 61% | 62% | 63% |
| Math Learning Gains | 57% | | | | | | 69% | 63% | 62% |
| Math Lowest 25th Percentile | 64% | | | | | | 67% | 52% | 51% |
| Science Achievement | 18% | 59% | 59% | | | | 25% | 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 | 30% | 51% | -21% | 58% | -28% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 28% | 52% | -24% | 58% | -30% |
| Cohort Comparison | | -30% | | | | |
| 05 | 2022 | | | | | |

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 41% | 50% | -9% | 56% | -15% |
| Cohort Comparison | | -28% | | | | |

| 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 | 70% | 61% | 9% | 62% | 8% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 50% | 64% | -14% | 64% | -14% |
| Cohort Comparison | | -70% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 57% | 57% | 0% | 60% | -3% |
| Cohort Comparison | | -50% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 23% | 49% | -26% | 53% | -30% |
| 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 | 22 | 55 | 60 | 26 | 59 | | 10 | | | | |
| BLK | 16 | 48 | 56 | 25 | 56 | 62 | 15 | | | | |
| HSP | 58 | | | 33 | | | | | | | |
| FRL | 19 | 47 | 54 | 27 | 56 | 57 | 19 | | | | |
| 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 | 40 | | | 38 | | | | | | | |

| 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 |
| BLK | 18 | 26 | | 23 | 17 | | 11 | | | | |
| FRL | 20 | 27 | | 22 | 14 | | 12 | | | | |
| 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 | 13 | 67 | 75 | 57 | 73 | 80 | | | | | |
| BLK | 34 | 63 | 63 | 62 | 71 | 67 | 24 | | | | |
| FRL | 33 | 62 | 63 | 61 | 68 | 67 | 22 | | | | |

## 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) | CSI |
| OVERALL Federal Index – All Students | 40 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 3 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 283 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 98% |

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

| Native American Students | |
| --- | --- |
| 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 | 40 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |

| Hispanic Students | |
| --- | --- |
| Federal Index - Hispanic Students | 46 |
| 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 | |
| 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 | 40 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| 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?**

In reviewing ELA assessment data for each grade level, it was noticed that our 3rd and 4th grade students performed below the district and state's average by at least 20%. Over the past three years, our performance of our BLK and FRL subgroups have significantly decreased in Reading. However, our SWD subgroup increased 27 points (13%to 40%) in Reading proficiency. Historically all subgroup math performance has been slightly better than Reading.

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

Our reading data components from state assessments demonstrate the greatest need for improvement. Trend data suggest reading has been an area of concern with an emphasis on the number of students not proficient. This year, 18% of the students were proficient, which was a 1% decrease from the previous year. However, we saw a 19% increase, 28% to 47%, in gains.

**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 factors that contributed to the decrease include lack of standards based planning at a higher level of rigor and teacher pedagogy, lack of aligning tasks and assessments to the standards, and the lack of small group remediation. The actions that would need to be taken in this area include push-in support from instructional interventionists, additional supplemental materials that align to standards, scheduling that allows for additional small group remediation with paraprofessional/tutor/part-time teacher, before and/or after school tutoring with school leadership, and frequent instructional walk- throughs with immediate feedback.

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

Based on state assessment data, our math components showed the greatest improvement. Math proficiency increased 2 points, from 23%-25% from the previous year. A significant increase was from gains, which yielded a 40-point increase, 17%-57%. Additionally, 64% of the Lowest Performing Quartile demonstrated gains in math.

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

In 2021, NLE had five grading components and this past year there were seven components. The additional data for our Lowest Performing Quartile components for reading and math gave us additional points for a school grade. After reviewing mid-year data, targeted students were assigned to admin and instructional support staff. Students were provided with data-driven remediation instruction three to fives times a week. Reassessments were given for each standard remediated to track students' progress. Accountability measures were in place to ensure students were being provided with intense and intentional instruction to ensure students were making growth towards meeting targeted standards.

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

The strategies needed to accelerate learning is to ensure standards-based instruction is occurring daily in all k-5 classrooms, effective lesson planning and data analysis. Teachers will have weekly common planning where they will work with administration and instructional support staff in looking at the B.E.S.T

standards for reading and math. This time will also be used to dig deeper into the new math curriculum for K-5th and reading curriculum for 3rd-5th grade students. To support standards based instruction, teachers will receive real time feedback regarding their instructional practices and student tasks. Additionally, after each assessment teachers will conduct a data analysis on student learning. Frequent walkthroughs with immediate feedback will also be provided.

**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.**

This year we have a new math curriculum for grades K-5 and our reading curriculum, Benchmark Advance, is now K-5. Teachers will participate in PLCs throughout the year where we will dig deeper into B.E.S.T standards and the new curriculum. Our VE teachers will be a part of the PLCs as well. Teachers have been tiered based on their level of support to ensure teachers are receiving adequate professional development based on their needs.

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

To support standards-based instruction, we will tier teachers for common planning sessions. This will allow administrators to differentiate planning sessions and ensure teachers are receiving prescriptive support. Also, we will have two Reading Interventionist that will support our most fragile students based on reading data. These individuals will provide small group instruction to the students using LLI and/or intervention materials from Benchmark Advance. Additionally, we have two Math Interventionist who will support our 4th and 5th grade students during the school day. They will pull small groups to provide additional math support and interventions for those students. For reading and math interventions, we will look at the most recent assessment.For continuous improvement we will meet weekly as the Instructional Leadership team to discuss data. We will identify next steps and other factors that could possibly affect student achievement such as behavior and attendance. Frequent standards-based walkthroughs and immediate feedback is provided weekly.

**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:** <br> **Include a rationale that explains how it was identified as a critical need from the data reviewed.** | If teachers are consistently utilizing data and benchmarks/standards to drive effective differentiated instructional practices at the level of cognitive complexity, implementing intervention programs with fidelity, and connecting real world life experiences (field experiences) that are aligned to the benchmarks/standards, then we will increase student achievement across all content areas. |
|---|---|
| **Measurable Outcome:** <br> **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | Reading Achievement increase from 18% to 45% <br> Math Achievement increase from 25% to 50% <br> Science Achievement increases from 18% to 45% |
| **Monitoring:** <br> **Describe how this Area of Focus will be monitored for the desired outcome.** | Administrators will monitor through standards-based walkthroughs; CAST Informal and Formal Observations, weekly assessment data, Acaletics scrimmage data, progress monitoring assessments, and facilitate tiered common planning sessions weekly with each grade level. |
| **Person responsible for monitoring outcome:** | Kimberly Brown (brownk1@duvalschools.org) |
| **Evidence-based Strategy:** <br> **Describe the evidence-based strategy being implemented for this Area of Focus.** | Provide weekly professional learning focused standards based planning that includes but is not limited to: analyzing state standards and item specifications (learning arc), reviewing standards-based walk-through data, aligning assessments/assignments to standards, analyzing student work and data, frequently providing feedback, and monitoring student progress. |
| **Rationale for Evidence-based Strategy:** <br> **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** | If teachers participate in professional learning that focuses on standards based instruction, align assessments/activities to standards, analyze student data to determine misconceptions, develop remediation activities, and allows opportunities through field-trip experiences to connect real world then student achievement will increase. |

| **Action Steps to Implement** <br> 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 actively participate in weekly standards-based planning focused on building content knowledge and differentiating instruction in ELA, Math, and Science with the support of the Instructional Leadership Team, and district support staff.

| **Person Responsible** | Kimberly Brown (brownk1@duvalschools.org) |
|---|---|

Conduct frequent and ongoing data chats with teachers, parents and students. Analyze and track data from common assessments to identify strengths and weaknesses. Teachers and Instructional Support Team will use data to monitor and guide instructional delivery. Students will use data to set and monitor goals to increase math, reading, and science achievement. Parent Liaison will support parent data nights

to ensure parents understand where their child is academically and how they can help support them with math, reading, and science at home.

**Person Responsible**     Barbara Sims (blacksheab1@duvalschools.org)

Standards-based small group instruction for targeted students in subgroups will be provided the Instructional Support Team which includes reading Interventionist, math interventionist, part-time tutors, part-time teacher, Media Specialist, content District Specialist, City Year, and assigned paraprofessionals.

**Person Responsible**     Nikesha White (fishern@duvalschools.org)

Supplemental Science Resource Teacher. This is a new position. The primary role of this science resource teacher (retired educator) is to provide standards-based small group instruction (push-in) for targeted students in subgroups. The science resource teacher will specifically work with Tier 2 students in Science.

**Person Responsible**     Dwyane Kohn (kohnd@duvalschools.org)

Technology - The ReMarkable technology tool will be used to record anecdotal notes during small group and one on one instruction provided during targeted tiered intervention and remediation.
This will allow teachers to easily reference noticings during data chats/conferences with parents and instructional support staff

**Person Responsible**     Kimberly Brown (brownk1@duvalschools.org)

Supplemental Programs - Iready Reading Diagnostic and Instruction - 240 student licenses. Diagnostic and instruction can help with providing differentiated instruction to meet the defecit areas exhibited in reading. Allows for Tier 2 and Tier 3 instruction based on the data

**Person Responsible**     Nikesha White (fishern@duvalschools.org)

Classroom Books - Books of the Month that allows teachers to teach the love of reading while incorporating read alouds that supports the science of reading.

**Person Responsible**     Kimberly Brown (brownk1@duvalschools.org)

Supplemental Part-Time Teacher. This is a new position. The primary role of this part-time teacher (retired educator) is to provide standards-based small group instruction (push-in) for targeted students in the Students With disabilities subgroup. The part-time teacher will specifically work with Tier 3 students in Reading.

**Person Responsible**     Kimberly Brown (brownk1@duvalschools.org)

Title 1 funds will be utilized to purchase supplemental positions (K teacher, Math Interventionist, paraprofessionals, PT teacher, interventionist, parent liaison, 50% librarian, and tutors), field experiences for students (Diamond D, St Augustine Aquarium, UNF, College Tours, Ossie Field Day) software licenses (Study Island, Reflex Math, Family engagement App, NewsELA, Typing.com) additional technology (wireless keyboards, headsets, thermal roll laminator, teaching easel), and academic resources, materials, and supplies (storeroom order, Acaletics, Barnes and nobles, mastery education) for the classrooms.

**Person Responsible**     Kimberly Brown (brownk1@duvalschools.org)

| **#2. Positive Culture and Environment specifically relating to Attendance** | |
|---|---|
| **Area of Focus Description and Rationale:**<br>Include a rationale that explains how it was identified as a critical need from the data reviewed. | Based on the 2021-2022 attendance data our ADA ( Attendance Daily Average) was 80%. 112 students missed 18 days or more of school last year. |
| **Measurable Outcome:**<br>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | In order to ensure student achievement the student average daily attendance rate will increase by 12%. The number of students missing 10% of school will decrease to 50 or less. |
| **Monitoring:**<br>Describe how this Area of Focus will be monitored for the desired outcome. | This area will be monitored weekly through Focus data reports with the support of the school counselor. |
| **Person responsible for monitoring outcome:** | Nikesha White (fishern@duvalschools.org) |
| **Evidence-based Strategy:**<br>Describe the evidence-based strategy being implemented for this Area of Focus. | In order to ensure our daily average attendance rate increases and the number of students missing more than 90% of school decreases weekly incentives will be provided to classes with 90% of its student population in attendance. |
| **Rationale for Evidence-based Strategy:**<br>Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. | If we recognize students and classes with tangible and non-tangible incentives throughout the school year it will in turn encourage chronic absenteeism students to attend school. |

**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.

Administration and Guidance will review the Focus attendance report weekly and provide an incentive to classes with 90% attendance.

| **Person Responsible** | Kimberly Brown (brownk1@duvalschools.org) |
|---|---|

Teachers will inform administration and guidance of any students who miss 3 or more days in a week.

| **Person Responsible** | Barbara Sims (blacksheab1@duvalschools.org) |
|---|---|

| #3. Transformational Leadership specifically relating to Teacher Recruitment and Retention | |
|---|---|
| **Area of Focus Description and Rationale:**<br>**Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Northwestern Legends Elementary School teacher retention rate was 67%. Vacancies were held in critical testing areas for the entire school year. Our critical need area is retaining and recruiting teachers. |
| **Measurable Outcome:**<br>**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | Increasing the teacher retention rate from 67% to 90%. |
| **Monitoring:**<br>**Describe how this Area of Focus will be monitored for the desired outcome.** | Teacher quarterly surveys; District yearly survey ( 5 Essentials Survey); Informal and formal observations |
| **Person responsible for monitoring outcome:** | Kimberly Brown (brownk1@duvalschools.org) |
| **Evidence-based Strategy:**<br>**Describe the evidence-based strategy being implemented for this Area of Focus.** | Provide weekly professional learning focused standards based planning that includes but is not limited to: professional readings, professional development opportunities, teacher incentives showing appreciation, and immediate obeservational feedback |
| **Rationale for Evidence-based Strategy:**<br>**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** | If we intrinsically and extrinsically motivate, empower, and equip teachers with the necessary skills to provide every child, every day, with high quality instruction then we will meet our school wide goals of at least<br>45% proficiency in math, reading, and science, while increasing the teacher retention rate from 67% to 90% |

**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.

Teacher Incentives - The following activities will be held monthly in order to build a positive school culture and environment: Month

| **Person Responsible** | Kimberly Brown (brownk1@duvalschools.org) |
|---|---|

Professional Development - Ron Clark Academy Experience. An interactive immersive learning experience where teachers would have the opportunity to observe classes and participate in dynamic workshops that will encourage academic excellence, foster authentic relationships, and ensure a climate and culture where all students thrive. (Travel, Hotel, Air)

| **Person Responsible** | Kimberly Brown (brownk1@duvalschools.org) |
|---|---|

Professional Readings - Book Study during our Early Release Day Planning.

| **Person Responsible** | Kimberly Brown (brownk1@duvalschools.org) |
|---|---|

Immediate Observational Feedback - Technology Equipment "ReMarkable" administrators will use to provide real-time positive and constructive feedback that will ensure teachers change their instructional practices that ensures student achievement.

| **Person Responsible** | Kimberly Brown (brownk1@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**

Kdg - 32% of the students are not on track to score 3 or above on the standardized ELA assessment
1st - 53% of the students are not on track to score 3 or above on the standardized ELA assessment
2nd - 72% of the students are not on track to score 3 or above on the standardized ELA assessment

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

3rd - 80% of the students scored below level 3 on the 2022 standardized ELA assessment
4th - 83% of the students scored below level 3 on the 2022 standardized ELA assessment
5th - 85% of the students scored below level 3 on the 2022 standardized ELA assessment

**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)**

If teachers are consistently utilizing data and benchmarks/standards to drive effective differentiated instructional practices, connecting real-world experiences (field experiences), and implementing

intervention programs such as Reading Mastery, UFLI, Guided Reading, and LLI with fidelity and frequent progress monitoring, then Reading Achievement will increase to at least 45%.

### Grades 3-5: Measureable Outcome(s)

If teachers are consistently utilizing data and benchmarks/standards to drive effective differentiated instructional practices, connecting real-world experiences (field experiences), and implementing intervention programs such as Corrective Reading, Guided Reading, Phonics for Reading, and LLI with fidelity and frequent progress monitoring, then Reading Achievement will increase to at least 45%.

**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.

Administration will conduct weekly standards-based walk-throughs and share the data with the instructional leadership team during weekly debriefs. Plans for support will be created for needs identified and shared with teachers. Blended learning activities will be monitored weekly and data shred with students.

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

White, Nikesha, fishern@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?

Provide weekly professional learning focused on analyzing state standards and item specifications, reviewing standards-based walk-through data, aligning assessments/assignments to standards, analyzing student data along with student work providing feedback, and monitoring student progress.

**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?

If teachers participate in ELA standards-based planning that is differentiated for their needs, and they implement those strategies learned with fidelity, then student achievement in ELA will increase. Additionally,

monitoring instructional delivery and standards-based alignment with continuous feedback will provide teachers an opportunity to embed strategies in order to improve students' academic performance.

**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 |
|---|---|
| Teachers will participate in professional learning on research-based programs including but not limted to: LLI, Guided Reading, and University of Florida Instistute Phonics program. Teachers and reading interventionist will use programs in differentiated small groups with fidelity and progress monitor student progress monthly. | White, Nikesha, fishern@duvalschools.org |
| A literacy leadership team will be developed that includes administration, lead reading teachers, reading interventionist, and other instructional support team members. This team will monitor and anlyze reading data monthly and develop next steps based on the data. | Brown, Kimberly, brownk1@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.**

Northwestern Legends Elementary will build a positive school culture and environment by establishing a culture where all stakeholders feel welcome, student achievement is acknowledged and celebrated and teachers have opportunities for professional growth. Northwestern Legends Elementary will provide opportunities for all stakeholders to participate in all parent and family engagement activities and meetings by removing any barriers that hinder them from engaging in school events. We will utilize the PFEP budget to provide resources and materials for families. In addition, Northwestern will utilize flexible scheduling to accommodate parents' busy work schedules. We will implement a hybrid model in which we will offer face-to-face events and meetings as well as online events and meetings. We will also make an effort to

implement one Saturday event to provide an opportunity for all parents and families to attend. At Northwestern Legends, we will utilize a monthly newsletter that will contain the calendar of upcoming events. This will allow parents time to decide whether to attend the events virtually, or in person. We will provide parents with adequate reminders, at least two weeks in advance, about events via the school messenger system, the school marquee, school website, and Class Dojo. Additionally, a House System will be implemented for all students and staff. Students will be able to earn points for their house by attending school regularly, adhering to school rules and excelling academically.

The following activities will be held monthly in order to build a positive school culture and environment: Monthly Teacher appreciation week activities, incorporate kindness week throughout the school, monthly character traits and celebrate students of the month, quarterly award ceremonies for students, positive posts ( posted on a board for all to see), positive referrals for both students and staff, and form a hospitality committee to comfort those in need and celebrate milestones.

Finally, we utilize the 5 Essentials survey data to aid in building a positive school culture and environment. Each year, teachers, parents, and students take the 5 Essentials survey. After the survey is completed, we analyze the data to determine areas of improvement and meet with stakeholders to determine how low performing areas on the survey can be improved.

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

Hospitality Committee ( one teacher leader from each grade level)- Celebrations, Kindness Week
Administrators (Principal and Aps) - Monthly Teacher Appreciation Week, Weekly Treat Cart, Game room Incentive, Quarterly Academic Awards ceremony, Student of the month ceremony, incentive field trips, assigning teacher buddies Positive Referrals - Faculty and Staff
Positive Posts - Faculty and Staff (Teacher Shout Outs)
PBIS Team (one teacher leaders from each grade level) - Drug Free Week, School wide Positive Behavior Plans
Guidance Counselor - College Week, Grief Counseling, Anger Management Counseling

Each stakeholder group listed above is responsible for the incentive programs outlined above. These programs have guidelines established in the school-wide behavior handbook. Character traits are utilized to 9identify students of the month. Administrators are responsible for selecting and celebrating teachers weekly ( staff newsletter) and monthly during the ERD PLC. Positive referrals are written for students who go above and beyond the expectation. Our PBIS team of teachers meet monthly to discuss the behaviors and next steps to ensuring a positive school environment.