

Duval County Public Schools

Fort Caroline Elementary School



2022-23 Schoolwide Improvement Plan

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Fort Caroline Elementary School

3925 ATHORE DR, Jacksonville, FL 32277

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

Demographics

Principal: Carlene Smith

Start Date for this Principal: 7/1/2022

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* White Students Economically Disadvantaged Students
School Grades History	2021-22: C (43%) 2018-19: B (57%) 2017-18: C (53%)
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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3925 ATHORE DR, Jacksonville, FL 32277

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

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	88%

School Grades History

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

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SIP Authority

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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.

The educators at Fort Caroline Elementary are committed to providing high quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to succeed in a global economy and culturally diverse world.

Provide the school's vision statement.

The educators at Fort Caroline Elementary will challenge each child by meeting his/her individual needs and motivate them to meet a higher academic standard.

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
Smith, Carlene	Principal	<p>The principal serves as an instructional leader, leads the school in data analysis, instructional improvements including school safety and works as a support system to students, faculty, staff, and other stakeholders. Ensures the highest academic standards and a safe and secure learning environment for all students. Leads, manages, supervises, and administers all programs, policies and activities of the school. Monitors instruction, ensures implementation of district curriculum and assesses effectiveness of instructional and support personnel.</p> <p>Essential Functions</p> <ol style="list-style-type: none"> 1. Leads, directs, and manages school operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation of school reform initiatives. 2. Sets high expectations and standards for the academic and social development of all students. Utilizes data to monitor student achievement aligned to performance expectations. 3. Participates in the school performance review process to determine causes of low performance and implements appropriate strategies for school improvement. 4. Facilitates professional development of the instructional staff utilizing assessment data and other performance measures. Ensures professional development strategies are aligned and targeted to meet the needs of students in programs. 5. Ensures a safe and secure learning environment through the systematic implementation of Positive Behavior Intervention Supports and other appropriate preventive strategies. 6. Supervises the school's instructional program through the evaluation of lesson planning, systematic monitoring of curriculum and instruction, and targeted feedback aligned with the Florida Education Accomplished Practices (FEAPs). 7. Develops and encourages positive school/community relations with internal and external stakeholders, and serves as liaison between the school, staff, and the community. Actively engages School Advisory Council, PTSA, volunteers, business partners, civic clubs, and parents to create shared ownership for student and school success. 8. Administers managerial functions of the school to include efficient and strategic preparation of the school's budget in alignment with school performance initiatives, maintenance of the school facility, and other operational functions impacting student learning.
McCormick, Amber	Assistant Principal	<p>The Assistant Principal develops, articulates, communicates, and implements a shared vision that is supported by the larger organization and the school community.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Essential Functions:</p> <ol style="list-style-type: none"> 1. Monitors the success of all students in the learning environment; aligns the curriculum, instruction, and assessment processes to promote effective student performance; and uses a variety of benchmarks, learning, and expectations feedback measures to ensure accountability for all participants engaged in the educational process. 2. Promotes a positive learning culture; provides an effective instructional program; and applies best practices to student learning, especially in the area of reading and other foundational skills. 3. Leads, directs, and manages operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation. 4. Manages the organization, operations, facilities, and resources. Maximizes use of resources in an instructional organization. Promotes a safe, efficient, legal, and effective learning environment. 5. Collaborates with families, businesses, volunteers, and community members; responds to diverse community interests and needs; works effectively within the larger organization; and mobilizes community resources. 6. Collects and analyzes data for continuous school improvement. 7. Plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities. 8. Requisitions supplies, textbooks, and equipment; conducts inventories, maintains records, and checks on receipts for such material. 9. Prepares and/or supervises the preparation of all required reporting documents, accounting procedures and budgetary expenditures relative to school operations.

Demographic Information

Principal start date

Friday 7/1/2022, Carlene Smith

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.*

8

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

623

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

5

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

5

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	66	89	69	84	65	87	0	0	0	0	0	0	0	460
Attendance below 90 percent	3	46	36	38	23	33	0	0	0	0	0	0	0	179
One or more suspensions	0	1	4	4	4	7	0	0	0	0	0	0	0	20
Course failure in ELA	3	5	2	2	1	0	0	0	0	0	0	0	0	13
Course failure in Math	2	3	2	1	0	1	0	0	0	0	0	0	0	9
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	20	35	0	0	0	0	0	0	0	66
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	15	33	0	0	0	0	0	0	0	56
Number of students with a substantial reading deficiency	3	25	39	46	0	0	0	0	0	0	0	0	0	113

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	31	37	46	15	26	0	0	0	0	0	0	0	158

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	5	4	3	18	1	3	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	1	3	2	0	0	0	0	0	0	0	0	6

Date this data was collected or last updated

Thursday 7/21/2022

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	114	79	95	103	101	92	0	0	0	0	0	0	0	584
Attendance below 90 percent	4	38	59	59	50	64	0	0	0	0	0	0	0	274
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	4	2	5	4	5	0	0	0	0	0	0	0	0	20
Course failure in Math	4	2	3	3	3	2	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
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	32	31	29	51	55	61	0	0	0	0	0	0	0	259

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	4	2	5	9	8	0	0	0	0	0	0	0	0	28
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	114	79	95	103	101	92	0	0	0	0	0	0	0	584
Attendance below 90 percent	4	38	59	59	50	64	0	0	0	0	0	0	0	274
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	4	2	5	4	5	0	0	0	0	0	0	0	0	20
Course failure in Math	4	2	3	3	3	2	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
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	32	31	29	51	55	61	0	0	0	0	0	0	0	259

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	4	2	5	9	8	0	0	0	0	0	0	0	0	28
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	34%	50%	56%				45%	50%	57%
ELA Learning Gains	53%						60%	56%	58%
ELA Lowest 25th Percentile	54%						71%	50%	53%
Math Achievement	40%	48%	50%				65%	62%	63%
Math Learning Gains	51%						70%	63%	62%
Math Lowest 25th Percentile	46%						49%	52%	51%
Science Achievement	25%	59%	59%				42%	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	39%	51%	-12%	58%	-19%
Cohort Comparison		0%				
04	2022					
	2019	45%	52%	-7%	58%	-13%
Cohort Comparison		-39%				
05	2022					
	2019	50%	50%	0%	56%	-6%
Cohort Comparison		-45%				

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	58%	61%	-3%	62%	-4%
Cohort Comparison		0%				
04	2022					
	2019	66%	64%	2%	64%	2%
Cohort Comparison		-58%				
05	2022					
	2019	60%	57%	3%	60%	0%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	39%	49%	-10%	53%	-14%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	9	28	36	26	59	71	11				
ELL	24	56		38	61		27				
BLK	30	50	54	36	46	39	19				
HSP	32	56		30	53		20				
WHT	52	71		63	73						
FRL	34	53	59	38	49	45	24				
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	17	33		20	27	20	14				
ELL	25			48							
BLK	29	49	67	37	41	31	22				
HSP	20			30							
MUL	45			54							
WHT	35			58							
FRL	27	43	62	38	33	27	25				
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	27	50		50	68						
ELL	23	36		54	64						
BLK	42	55	69	63	66	42	37				
HSP	40	71		60	82		45				
WHT	55	68		74	82						
FRL	43	58	74	62	72	50	34				

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	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	347
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	34
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	42
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	
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	39
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	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	65
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	43
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?

The three year trend has shown a cumulative decline, with a slight increase noted over the most recent year state and district data at all grade levels. The most significant decrease was identified in math proficiency. Math gains accounted for the second largest decrease. The top three subgroups reflecting the highest decrease in math proficiency were students with disabilities, Hispanic students and African American students. The school has consistently underperformed in reading proficiency for several years. These decreases in reading proficiency are also seen in each of the ESSA subgroups.

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

Reading proficiency and math proficiency demonstrate the greatest need for improvement. Both areas have consistently remained below fifty percent.

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

Contributing factors include a lack of consistency in planning, delivering standards-based instruction, and implementing small group remediation for at risk students. The school should focus improvement efforts on common planning processes that will enable teachers to align instruction, student work, and assessments to the newly adopted BEST standards. Improvements in alignment and time spent on skill and concept remediation will result in a higher proficiency percentage.

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

Math gains and math lowest performing quartile learning gains showed the most improvement over the last year with a 17% increase on the state assessment. District PMA data and blended learning data showed an increase in both areas as well.

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

The contributing factors to the improvement was a focus on push in support in the intermediate classrooms, implementation of Acaletics, tutoring, and support from paraprofessionals and resource teachers to improve math skills and targeted skills with FCIM lessons.

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

The consistency of standards-based instruction and intervention programs will need to be monitored for fidelity and progress. A progress monitoring approach will assist the school in making timely instructional decisions.

- Implementation of Acaletics with fidelity
- Weekly common planning sessions with a focus on strong alignment to BEST standards
- Focus on foundational skills.
- Push in support from interventionist and paraprofessionals
- Meeting time specifications for blended learning platforms
- Data analysis to determine next steps for Tier 2 and Tier 3 instruction
- Student data chats to set goals
- Student incentives for meeting goals

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 and leaders will collaborate during common planning and professional development to continue learning about the standards-based continuum, align tasks and assessments with standards, and analyze timely progress monitoring data to make instructional decisions.

Teachers will also participate in differentiated in service trainings on early dismissal Wednesdays.

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

The school will continue to implement standards-based instruction, using BEST standards. Acaletics, UFLI, and Corrective Reading are additional resources that will be utilized to aid in addressing these gaps and provide access to grade level standards. Reading and math interventionists, as well as additional paraprofessionals, supported by Title I funding, will be leveraged to aid the student groups, prioritizing the students in need of intervention and targeted subgroups (SWDs, Hispanic and African American students) during small group instruction.

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.	<p>Based on the review of data, instructional delivery, student learning activities, and assessments need to be more closely aligned with grade level standards. If through common planning processes and data analysis all learning tasks, assessments, and teacher-led instruction are strongly aligned to the expectation of BEST standards, then student achievement will increase in all core areas.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>90% of content area teachers will engage in deep standards-aligned planning processes and data informed instructional delivery.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Weekly common planning sessions will be facilitated to advance teacher knowledge and expertise on standards-based instruction. These planning sessions will be rooted in BEST standards, which will serve as the school's foundational guide for best practices. Weekly benchmark walkthroughs will be conducted by administration to monitor the implementation of the standards-based program. Student data will be monitored using blended learning platforms, district assessments, and state assessments.</p>
Person responsible for monitoring outcome:	<p>Carlene Smith (smithc2@duvalschools.org)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented	<p>Administrators and teachers will plan collaboratively to align instruction, learning tasks, and assessments to BEST standards in order to improve student outcomes. The school will purchase Acaletics for grades 2-5 using Title 1 funds to build foundational skills and eliminate achievement gaps. The school will purchase a Math Interventionist, Reading Interventionists, an instructional paraprofessional, and tutors using Title I funds to provide intervention for students. The Math Interventionist and Reading Interventionists will provide support for teachers in standards-based work. Student assessment data in all grade levels will be monitored</p>

for this Area of Focus.

weekly and reviewed during leadership team meetings and common planning sessions. The school will utilize a common planning framework to ensure alignment of practices to standards. The school will purchase supplies to enhance classroom instruction and increase student achievement. The school will use Title I funds to fund one-half media specialist salary to support teachers in reading instruction.

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

Aligning tasks, assessments, and instruction to standards will increase student performance and mastery of standards. According to Acaletics, the program helps improve classroom instruction and learning, test scores, and student competence and confidence by providing invaluable resources and direct support to school administrators, teachers, students, and parents (www.acaletics.com). Research shows that math interventionists need to

Describe the resources/criteria used for selecting this strategy.

be full time in the classroom as much as possible to improve achievement (<https://www.edweek.org/ew/articles/2020/05/06/are-math-coaches-the-answer-to-lagging.html>).

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.

1. Weekly common planning and professional development will focus on aligning instructional practices, tasks, and assessments to B.E.S.T. benchmarks.
2. Administrators will utilize the Standards Walkthrough Tool to measure progress towards full alignment to benchmarks.
3. General education teachers and special education teachers will participate in weekly collaborative, common planning to plan benchmark-aligned instruction.
4. Utilize Title 1 funds to secure Math Interventionist, Reading Interventionist, paraprofessionals, and certified teacher tutors to provide intervention in reading, math, and science. The Math Interventionist and Reading Interventionist will also support the professional development of teachers.
5. Acaletics will be purchased and used for grades 2-5 to improve math foundational skills and to scaffold mathematics concepts and skills.
6. The school will purchase professional development books and material to provide teachers with additional best practices for instruction.
7. The school will purchase supplies and equipment to enhance classroom instruction and increase student engagement and achievement.
8. Utilize Title 1 funds to secure an additional teacher as well as student resources (listening centers, headphones) to assist with differentiated instruction for students.
9. Analyze data to determine the pacing of the curriculum and create mini assessments/checks for understanding.
10. Fund one-half media specialist to support teachers in reading instruction. The media specialist will create lessons to support students with benchmarks in need of remediation.

Person**Responsible**

Carlene Smith (smithc2@duvalschools.org)

#2. Positive Culture and Environment specifically relating to Positive Behavior and Intervention Supports

Area of Focus Description and

Rationale:

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

The 2021 Fort Caroline 5Essentials report includes behavioral data that causes concern. Teacher safety, for example, is rated in the red zone and reflected as very weak.

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

Based on the Safe Schools for Alex data, Fort Caroline was above average in discipline incident reporting. 5Essentials safety data will increase by 5%. Efforts will be made to teach, affirm, and incentivize students to support a school culture with clearly communicated standards of behavior that address key safety areas of concern identified in the report, such as classroom and school common areas.

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

Classroom behavior and student performance reports in key areas, such as homework submission, common area conduct, and more will be monitored and any trends involving improvement and gains as well as declines will be identified.

Person responsible for monitoring outcome:

Amber McCormick (stillsona@duvalschools.org)

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

A combination of PBIS, reflection, and restorative justice will be utilized to increase positive behaviors in students. Research suggests that Positive Behavioral Interventions and Supports (PBIS) can reduce student disciplinary office referrals and out-of-school suspensions, especially when implemented with fidelity (<https://eric.ed.gov/?id=EJ1145826>).

The behavior interventionist position purchased through Title 1 will assist students in achieving their academic and social goals by encouraging positive behaviors in the school, thus improving school climate and safety. Research shows that restorative justice programs have helped students improve peer to peer communication and make positive choices. It also improves student attendance.

(<https://www.nea.org/advocating-for-change/new-from-nea/restorative-practices-schoolswork-they-can-work-better>).

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

By focusing on PBIS, educators create an environment that helps all students achieve important behavior changes. When implemented correctly, PBIS promotes a more positive school climate, safer learning environments, and more trusting and respectful student teacher relationships (pbis.org). The school will continue to refine our PBIS systems and structures to increase student learning, behavior, and safety. Although reporting of referrals was considered high, there has been a decrease in referrals over the past three years.

The school will add reflective practices to their discipline methods to assist

students in understanding and correcting their actions. Additionally, Calm Classroom techniques provide skills to students and educators to create a healthier, more empowered learning environment (calmclassroom.com). Sanford Harmony fosters respectful communication and understanding, connection, and community inside and outside the classroom (sanfordharmony.org).

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.

1. PBIS Team will collaboratively revise the PBIS plan based on PBIS observation data, discipline and attendance data, the Safe Schools for Alex data, and 5 Essentials survey results from stakeholders. The school will use a school-wide rewards system to motivate students.
2. PBIS Team will review data quarterly to determine progress toward our goals.
3. Current PBIS lessons will be revised and new lessons will be added. Professional development will be provided to teachers and staff on the PBIS plan and lessons.
4. School-wide PBIS plan presented to the staff, parents, community, and students.
5. Orientation for acclimating new students.
6. The school will purchase supplies and incentives to enhance classroom teaching, promote positive behavior, increase student safety, and bolster student achievement.
7. Continue to implement Sanford Harmony school-wide.
8. Implement reflection practices with the use of reflection sheets.

Person Responsible Amber McCormick (stillsona@duvalschools.org)

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

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

The performance of students with disabilities has been trending downward over the past three years. Additionally, lack of planning between general education and ESE teachers had resulted in inconsistent student achievement results. If general education and ESE teachers plan and teach collaboratively and increase access to grade level instruction, then student outcomes for students with disabilities will improve in all content areas.

Measurable Outcome:

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

General education and ESE teachers will collaboratively plan weekly.

Monitoring:

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

Administrators will attend planning sessions. Lesson plans from collaborative planning sessions will be reviewed by administrators to ensure alignment to student goals and grade level standards.

Person responsible for monitoring outcome:

Carlene Smith (smithc2@duvalschools.org)

Evidence-based Strategy:

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

Based on data, our goal needs to focus on collaborative planning with general education and ESE teachers. The focus of collaborative planning will be aligning learning tasks and assessments to standards in order to meet the individual needs of students with disabilities in whole group and small group settings. The school will purchase Acaletics for grades 2-5 to build math foundational skills. The school will Utilize Title 1 funds to acquire a reading interventionist, math interventionist and paraprofessionals to provide remediation and interventions to students with disabilities. Assessment data will be reviewed during leadership team meetings and during common planning sessions. The school will purchase supplies to enhance classroom teaching and increase student achievement. The school will create a schedule with students with disabilities in mind. The school will use Title I funds to fund one-half media specialist salary to support teachers in reading instruction for students with disabilities.

Rationale for Evidence-based Strategy:

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

The data shows a significant decrease in reading and math scores for students with disabilities. Aligning tasks and assessments to standards will increase student performance and mastery of standards. Co-teaching (general education teacher teaching collaboratively with the ESE teacher) has

been found to have significantly better outcomes for students than training by just one teacher (Collaboartive Teaching in Elementary Schools, Murawski, Wendy). When teachers come together to share information, resources, ideas, and expertise, learning becomes more accessible and effective for students.

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.

1. General education and ESE teachers will plan collaboratively at least once a week.
2. Utilize Title 1 dollars to fund a reading interventionist, math interventionist, full time and part-time paraprofessionals to provide remediation and intervention to students with disabilities (SWDs).
3. Small group and pull out instruction will focus on aligned learning tasks to standards/benchmarks.
4. Professional development provided to general and ESE teachers on standards and aligning tasks, collaborative teaching, and planning, instructing, and assessing SWDs.
5. Teacher instruction during learning centers will be scaffolded to close the gap for SWDs.
6. Acaletics purchased and used for grades 2-5 to improve math foundational skills.
7. Supplies purchased to enhance classroom instruction and increase student achievement.
8. Fund one-half media specialist to support teachers in reading instruction for students with disabilities. The media specialist will create lessons to support students with benchmarks in need of remediation.

Person Responsible

Carlene Smith (smithc2@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 Area of Focus related to Reading/ELA is standards aligned instruction. Based on the review of data, instructional delivery, student learning activities, and assessments need to be more closely aligned with grade level reading standards/benchmarks. The following percentage of students are not on track to be proficient on the statewide assessment in reading as determined by the i-Ready end of year diagnostic:

K: 62% (27% below, 35% approaching)

1: 75% (64 below, 11% approaching)

2: 76% (51% below, 25 approaching)

3: 66% (44% below, 22% approaching)

If we are not meeting the needs of students through standards-based teacher led instruction, student tasks, and assessments, then students will not read or comprehend on grade level. A deeper dive into the data reveals that primary students lack the reading foundational skills, specifically phonological awareness, to be successful readers.

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

In grades three through five, 34% of students are at proficiency and 66% of students are below grade level as measured by the 2022 Florida Standards Assessment. Each grade level, 3-5, has more than half of the students below grade level in reading (3rd - 66%, 4th - 65%, and 5th 67%). Standards aligned instruction is the area of focus to improve reading.

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)

Students in kindergarten through second grade will improve in the area of phonological awareness and comprehension thus increasing proficiency to 50% in reading as measured by the end of year assessment.

Grades 3-5: Measureable Outcome(s)

students in grades 3-5 will improve in the area of comprehension, increasing proficiency to 50% as measured by the FAST end of year assessment.

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.

- Develop standards-aligned lessons during common planning sessions.
- Collect data during classroom walkthroughs using the Benchmark Walkthrough Tool
- Teachers will implement feedback from walkthroughs, formal evaluations, and informal evaluations to improve teaching and learning
- Monitor tier 2 and tier 3 instruction and assessment data

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Smith, Carlene, smithc2@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?

Implementation of new Benchmark Advance curriculum in grades K-5 - aligned to BEST standards
 UFLI Phonics Program for KG - 2nd grade
 Corrective Reading - 3rd grade
 Guided Reading for teacher small group centers
 LLI

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?

According to research by Schimmer, Hilman, and Stalets in Standards-Based Learning in Action: Moving From Theory to Practice, "standards-based learning is anchored on a teacher's commitment to designing instructional experiences and assessment that make proficiency against standards the priority outcome. In addition, TNTP's published study "The Opportunity Myth" addresses the need for "consistent opportunities[for students] to work on grade appropriate assignments" and for "teachers who hold high expectations for students and truly believe they can meet grade level standards." The evidence based practice of planning and teaching consistently at grade level using research/evidence based programs will improve student outcomes.

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
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Professional development will be provided to instructional personnel. The Literacy Leadership Team will meet to discuss reading data. The data will be utilized to plan literacy coaching for teachers and paras. Weekly common planning sessions will focus on developing standards-aligned lessons, student tasks, and assessments. Teachers will be afforded the opportunity to participate in monthly professional learning provided by the district on early dismissal Wednesdays

Smith, Carlene,
smithc2@duvalschools.org

The literacy Leadership Team will monitor progress toward literacy goals. Based on the data, next steps for literacy coaching will be decided and implemented. Various assessment data will be triangulated and Instructional practices will be revised to meet the needs of learners. Additional professional learning will be provided to instructional personnel based on the data collected and analyzed.

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.

Fort Caroline Elementary builds a positive school culture and environment by:

- Providing activities to engage parents, family members and the community in learning that will promote student academic and social growth.
- Teachers facilitate daily Social Emotion Learning lessons for students to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel, and show empathy for others, establish and maintain positive relationships and make responsible decisions.
- Discipline assemblies take place each semester to include bus safety and safety procedures commuting to

and from school to ensure students feel safe.

- The PBIS team meets monthly to develop plans for a supportive and fulfilling school environment with conditions that are conducive to learning and meet the needs of all students and staff.
- The school will partner with surrounding businesses, volunteers, non-profits, and stakeholders to bring positive, measurable change to the school.
- The core Leadership Team will meet weekly to develop plans to improve and integrate data, systems, and practices to positively affect student academic outcomes.
- The school will pair new teachers with a novice teacher as their peer teacher to plan, collaborate and provide guidance as a new teacher,
- The administrators will celebrate staff birthdays and provide tangible incentives throughout the year for all staff to enhance staff morale and positive school culture.
- The school collaborates with parents and the community to build learning bridges and support for our students. The Parent and Family Engagement Plan include strategies for building positive relationships with parents, families, and community stakeholders. Activities include strategies for assisting students at home, scheduled parent workshops and events, and opportunities to share feedback with the school and participate in school-based decision making.
- The school regularly communicates with families via School Messenger, Facebook, flyers, and the classroom-based apps.
- The school analyzes survey data from families to make decisions about how to best foster a positive school culture and environment.

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

Stakeholders responsible for promoting a positive culture and environment are school administrators, leadership team, teachers, staff, parents, and community partners. The teachers and staff must implement our school-wide positive behavior and incentive plan; the PBIS team and administrators must monitor implementation and effectiveness of the plan and make revisions based on evidence.

Principal - School's Leader will lead and model efforts to create a positive school culture by engaging all stakeholders.

Assistant Principal - School's Leader will assist with leading and modeling efforts to create a positive school culture.

School Counselor - Counselor will facilitate weekly lessons on Character Education.

Classroom Teachers - Classroom teachers will implement SEL lessons daily with students to acquire attitudes and skills to manage emotions.

PBIS Team - PBIS Team will develop schoolwide plans to support positive school environment to enhance student learning.

Parents - engage in parent events and communicate regularly with the school.

Community Partners - support the school's mission and vision through participation in and support of school activities.