# Sallye B. Mathis Elementary School

**2022-23 Schoolwide Improvement Plan**

## Table of Contents

# Sallye B. Mathis Elementary School

### 3501 WINTON DR, Jacksonville, FL 32208

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

## Demographics

## Principal: Jaime Johnson

Start Date for this Principal: 7/1/2021

| | |
|---|---|
| **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* Black/African American Students* Economically Disadvantaged Students* |
| **School Grades History** | 2021-22: C (44%) 2018-19: D (39%) 2017-18: C (49%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Northeast |
| **Regional Executive Director** | Cassandra Brusca |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | N/A |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here. | |

## School Board Approval

This plan is pending approval by the Duval County School Board.

**SIP Authority**

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

**Purpose and Outline of the SIP**

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

# Table of Contents

# Sallye B. Mathis Elementary School

## 3501 WINTON DR, Jacksonville, FL 32208

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

### 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 | 97% |

### School Grades History

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

### 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.**

At Sallye B. Mathis Elementary, our mission is to create a safe learning environment that promotes problem solving, critical thinking, character development, and academic excellence for every student, every class, every day.

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

Students will be fully engaged and demonstrate their understanding and learning by completing performance based projects and tasks. Students will work on appropriately rigorous content that prepares them for success in college and in the workforce while taking ownership of their learning.

### School Leadership Team

**Membership**
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities**:**

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|----------------------------------|
| Johnson, Jaime | Principal | *Knowledge of the school system and its organization.<br>•Knowledge of applicable laws, rules, policies and procedures.<br>•Knowledge of current educational trends and research.<br>•Knowledge of personnel evaluation protocol and other personnel procedures.<br>•Skill in problem solving, human interaction, and conflict management.<br>•Skill in personnel management and supervision techniques.<br>•Ability to cooperatively work with personnel at all levels of the organization.<br>•Ability to plan, organize and manage multiple tasks and competing priorities.<br>•Ability to employ the continuous improvement process for problem solving and managing change.<br>•Ability to analyze, interpret, and use data in decision-making.<br>•Ability to prepare and manage assigned budget and allocated resources.<br>•Ability to communicate effectively orally and in writing.<br>•Ability to supervise and support leadership development in others at all levels of the organization.<br>•Ability to counsel individuals relative to leadership opportunities and career options.<br>•Ability to tolerate high levels of stress.<br>•Ability to maintain confidentiality. |
| Forcine-Mobley, Tyra | Assistant Principal | •Knowledge of applicable laws, rules, policies and procedures.<br>•Knowledge of current educational trends and research.<br>•Knowledge of personnel evaluation protocol and other personnel procedures.<br>•Skill in problem solving, human interaction, and conflict management.<br>•Skill in personnel management and supervision techniques.<br>•Ability to cooperatively work with personnel at all levels of the organization.<br>•Ability to plan, organize and manage multiple tasks and competing priorities.<br>•Ability to employ the continuous improvement process for problem solving and managing change.<br>•Ability to analyze, interpret, and use data in decision-making.<br>•Ability to communicate effectively orally and in writing.<br>•Ability to supervise and support leadership development in others at all levels of the organization.<br>•Ability to tolerate high levels of stress.<br>•Ability to maintain confidentiality |
| Jackman, Katasha | Math Coach | *Communicates general and technical information in a clear informative manner, and assists other professionals in planning and implementing strategies for teachers.<br>*Facilitates dialogue through collegial discussion with the district administrative staff and school personnel.<br>*Assists teachers in identifying trends in school data, in identifying individual student strengths and needs, and in analyzing and formulating school improvement strategies.<br>*Models high quality teaching, observes new teachers in their classrooms and gives feedback to teachers in methodology.<br>*Maintains appropriate documentation of teacher performance and assists teachers in demonstrating competencies. |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | *Helps teachers in curriculum mapping and planning, and gives direction for integration of units and lesson planning.<br>*Assists teachers with professional development in best practices, differentiating instruction and selecting best strategies for learning.<br>*Works with school site mentors and administrators to assist with the development of new teachers.<br>*Keeps a daily accountability log.<br>*Attends coordination and training meetings with other coaches in district.<br>*Assists with the development of site-based professional development for teachers. |
| Brass, Ashley | Other | *Communicates general and technical information in a clear informative manner, and assists other professionals in planning and implementing strategies for teachers.<br>*Facilitates dialogue through collegial discussion with the district administrative staff and school personnel.<br>*Assists teachers in identifying trends in school data, in identifying individual student strengths and needs, and in analyzing and formulating school improvement strategies.<br>*Models high quality teaching, observes new teachers in their classrooms and gives feedback to teachers in methodology.<br>*Maintains appropriate documentation of teacher performance and assists teachers in demonstrating competencies.<br>*Helps teachers in curriculum mapping and planning, and gives direction for integration of units and lesson planning.<br>*Assists teachers with professional development in best practices, differentiating instruction and selecting best strategies for learning.<br>*Works with school site mentors and administrators to assist with the development of new teachers.<br>*Keeps a daily accountability log.<br>*Attends coordination and training meetings with other coaches in district.<br>*Assists with the development of site-based professional development for teachers. |
| Garland, Evelyn | Reading Coach | *Communicates general and technical information in a clear informative manner, and assists other professionals in planning and implementing strategies for teachers.<br>*Facilitates dialogue through collegial discussion with the district administrative staff and school personnel.<br>*Assists teachers in identifying trends in school data, in identifying individual student strengths and needs, and in analyzing and formulating school improvement strategies.<br>*Models high quality teaching, observes new teachers in their classrooms and gives feedback to teachers in methodology.<br>*Maintains appropriate documentation of teacher performance and assists teachers in demonstrating competencies.<br>*Helps teachers in curriculum mapping and planning, and gives direction for integration of units and lesson planning. |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|----------------------------------|
| | | *Assists teachers with professional development in best practices, differentiating instruction and selecting best strategies for learning.<br>*Works with school site mentors and administrators to assist with the development of new teachers.<br>*Keeps a daily accountability log.<br>*Attends coordination and training meetings with other coaches in district.<br>*Assists with the development of site-based professional development for teachers.<br>*Serves as a liaison between assigned schools and district curriculum department. |
| Ansley, Patricia | School Counselor | Provides leadership in the development of a comprehensive guidance program that meets the academic, career and social needs of students<br>*Organizes and schedules time and work assignments to carry out the school guidance program.<br>*Facilitates academic successes as the student navigates the educational process based on identified goals and abilities of each student.<br>*Works with students in individual, group and classroom guidance settings.<br>*Demonstrates skills that lead to effective conferencing/ counseling with students, parents and other professionals.<br>*Identifies and determines appropriate course of action necessary to resolve student academic issues and concerns.<br>*Consults with administrators, teachers, parents, and other agencies involved in meeting student needs.<br>*Participates in parent-teacher conferences, upon request, to interpret information, describe behavior, and develop plans leading to student success.<br>*Has primary responsibility for the preparation, accuracy utilization, interpretation and security of student educational records.<br>*Initiates a program of articulation, transition between sending and receiving schools and cooperates with administrators, teachers and other counselors in the implementation of program.<br>*Provides leadership for the school's Problem Solving Method and Response to Intervention<br>*Process to develop educational plans for students being considered for modifications or accommodations<br>*Coordinates, when appropriate, referrals to Student Services District Office for evaluation or other relevant services<br>*Coordinates, when appropriate, referrals to outside agencies for counseling or other necessary services.<br>*Participates in multi-disciplinary team staffing for students being considered for exceptional student education programs or for 504 accommodations.<br>*Provides a variety of materials on education, career awareness and personal-social development for students, teachers, and parents<br>*Provides leadership with school staff and students in crisis, grief and loss situations.<br>*Assists with other school personnel in the coordination of standardized test programs sponsored by the school, county, and state.<br>*Utilizes test results/scores and interprets them to the school staff, parents, and |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | students.<br>*Gathers information on and coordinates the use of community services agencies and programs available to assist students.<br>*Plays an active role in the school improvement process.<br>*Works with teams to facilitate compromise and consensus building to meet student needs.<br>*Assists the principal and staff in the evaluation of the guidance services being rendered and provides data which serves as the basis for recommending changes within the school program.<br>*Is knowledgeable regarding the legal responsibilities of the profession.<br>*Stays current regarding professional practices.<br>*Performs related duties as assigned. |

## Demographic Information

**Principal start date**

Thursday 7/1/2021, Jaime Johnson

**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.*

2

**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.*

10

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

35

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

323

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

6

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

6

**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 | 60 | 62 | 45 | 40 | 40 | 76 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 323 |
| Attendance below 90 percent | 28 | 23 | 17 | 15 | 15 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 114 |
| One or more suspensions | 3 | 2 | 6 | 4 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| Course failure in ELA | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Course failure in Math | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 17 | 18 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 62 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 7 | 10 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| Number of students with a substantial reading deficiency | 13 | 33 | 29 | 17 | 18 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 137 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 7 | 16 | 15 | 8 | 7 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 68 |

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

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

Friday 7/8/2022


**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 | 29 | 56 | 53 | 50 | 44 | 70 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 302 |
| Attendance below 90 percent | 0 | 27 | 26 | 31 | 20 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 139 |
| One or more suspensions | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in ELA | 2 | 7 | 25 | 31 | 10 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 109 |
| Course failure in Math | 2 | 2 | 2 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 4 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Number of students with a substantial reading deficiency | 2 | 10 | 34 | 36 | 13 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 129 |

**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 | 2 | 8 | 24 | 30 | 8 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 98 |

**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 | 2 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 1 | 2 | 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 | 29 | 56 | 53 | 50 | 44 | 70 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 302 |
| Attendance below 90 percent | 0 | 27 | 26 | 31 | 20 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 139 |
| One or more suspensions | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in ELA | 2 | 7 | 25 | 31 | 10 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 109 |
| Course failure in Math | 2 | 2 | 2 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 4 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Number of students with a substantial reading deficiency | 2 | 10 | 34 | 36 | 13 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 129 |

**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 | 2 | 8 | 24 | 30 | 8 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 98 |

**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 | 2 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 1 | 2 | 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 | 38% | 50% | 56% | | | | 39% | 50% | 57% |
| ELA Learning Gains | 45% | | | | | | 41% | 56% | 58% |
| ELA Lowest 25th Percentile | 43% | | | | | | 32% | 50% | 53% |
| Math Achievement | 48% | 48% | 50% | | | | 53% | 62% | 63% |
| Math Learning Gains | 48% | | | | | | 47% | 63% | 62% |
| Math Lowest 25th Percentile | 50% | | | | | | 30% | 52% | 51% |
| Science Achievement | 36% | 59% | 59% | | | | 28% | 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 | 31% | 51% | -20% | 58% | -27% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 36% | 52% | -16% | 58% | -22% |
| Cohort Comparison | | -31% | | | | |
| 05 | 2022 | | | | | |

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 32% | 50% | -18% | 56% | -24% |
| Cohort Comparison | | -36% | | | | |

| 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 | 81% | 61% | 20% | 62% | 19% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 42% | 64% | -22% | 64% | -22% |
| Cohort Comparison | | -81% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 39% | 57% | -18% | 60% | -21% |
| Cohort Comparison | | -42% | | | | |

| 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 | 33 | 45 | 50 | 40 | 45 | 38 | 38 | | | | |
| BLK | 37 | 42 | 43 | 49 | 45 | 45 | 33 | | | | |
| FRL | 35 | 45 | 43 | 47 | 48 | 50 | 33 | | | | |

| 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 | 37 | 59 | | 40 | 29 | | 40 | | | | |
| BLK | 49 | 60 | 75 | 50 | 40 | 10 | 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 |
| FRL | 47 | 60 | 73 | 47 | 43 | 20 | 33 | | | | |

| 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 | 34 | 29 | 33 | 38 | 32 | 26 | 29 | | | | |
| BLK | 39 | 41 | 33 | 54 | 48 | 29 | 27 | | | | |
| FRL | 35 | 40 | 32 | 52 | 47 | 33 | 24 | | | | |

## ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | N/A |
| OVERALL Federal Index – All Students | 44 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 308 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 100% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 41 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| **English Language Learners** | |
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| **Native American Students** | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |

| Asian Students | |
|---|---|
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |

| Black/African American Students | |
|---|---|
| Federal Index - Black/African American Students | 42 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |

| Hispanic Students | |
|---|---|
| Federal Index - Hispanic Students | |
| Hispanic Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |

| Multiracial Students | |
|---|---|
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |

| Pacific Islander Students | |
|---|---|
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |

| White Students | |
|---|---|
| Federal Index - White Students | |
| White Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |

| Economically Disadvantaged Students | |
|---|---|
| Federal Index - Economically Disadvantaged Students | 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

**What trends emerge across grade levels, subgroups and core content areas?**

We are higher in math than reading with all subgroups. Our Students with Disabilities students have the biggest deficits especially in reading and math. 3rd grade Reading is the focus when it comes to proficiency.

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

Reading is the great need of improvement for all subgroups and as a whole school-wide. We had double digit drops from 2021 to 2022. Based off Progress Monitoring for this year, we were able to sustain learning gains in certain grade levels (4th and 5th), but not enough to close gaps. Primary increases in 1st and 2nd grade were minimal as well, which impacts the progress of 3rd-5th grade later on.

**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 for decreased levels of reading proficiency and reading gains were the absence of a reading coach, reading interventionist, and vacant classroom positions. Teachers were not able to consistently engage in quality common planning with reading coach because the position was vacant. Additionally, ,excessive vacancies prevent teachers from being able to participate in common planning regularly

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

Based on progressing monitoring and 2022 state assessments, there was increase of students were significant students in lowest performing quartile for math who made gains. From 2021 to 2022, this subgroup increased from 18% to 50%.

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

Students in the lowest performing quartile for math received small group instruction from the math interventionist daily. Based on local assessments, instructional calendars were created to reteach and reassess previously taught standards. This year, we will hire a math tutor to remediate previously taught standards in small groups.

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

The Title I grant project and funds will be leveraged for supplemental programming and will be used to implement salaried and non-salaried activities. The activities and strategies include professional development at Ron Clark Academy for improving overall school culture, developing standards-based lesson, analyzing student work, and standards-based instruction. Developing additional instructional time for small group instruction outside of core instruction, provided by instructional coaches, interventionist, and VE teachers. Partnering with afterschool program to provide standards based lessons for remediation daily.

Title I funds will also be used to fund the following positions: math interventionist, reading interventionist,

general education paraprofessional, tutor, morning tutoring,and supplemental curriculum such as Measuring Up

**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 support staff will engage in professional development to better understand new BEST Benchmarks and best practices to ensure students are provided quality standards based instruction. Professional development will also include differentiated instruction, guided reading, development of assessment, and progress monitoring.

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

Additional services that will be implemented this year to ensure sustainability of improvement in the next year and beyond is continuing to provide standards based instruction, implementation of intervention programs such as (Corrective Reading and Acaletics), small group instruction, and tutoring before/after school.

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

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| **#1. Instructional Practice specifically relating to ELA** | |
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| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Our FSA reading data indicates in 2021, 50% of our students were proficient in reading. However, in 2022, our FSA reading data decreased to 38% (12% decrease). The ELA learning gains to decreased to 45% (15% decrease). |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | If we implement intentionally focused, research-based instructional plans based on current data points using direct instruction programs, such as Reading Mastery in the primary classrooms and Corrective Reading in intermediate classrooms, the district's reading curriculum K-5, and Leveled Literacy Instruction (LLI) during small group instruction; then, achievement will improve in ELA by 12% and the ELA Lowest 25th Percentile will increase by 15%. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | Reading coach will provide professional development (during common planning, early release day sessions, and other content area training sessions) to assist teachers with planning, designing and implementing data driven, differentiated, standards-based instruction for students working in whole and small groups. Administration and reading coach will monitor the implementation of all DI programs to include: assessing and grouping students, collecting and reviewing the required documents monthly, analyzing student assessment data, and providing professional development. Administration will monitor the effectiveness of the implementation of whole group and small instruction through daily walk-throughs and calibrated instructional rounds with the leadership team each quarter. The leadership team will conduct ongoing data reviews to monitor the alignment of the Standards Walk-Through Tool, instructional delivery methods and student assessments. |
| **Person responsible for monitoring outcome:** | Jaime Johnson (johnsonj@duvalschools.org) |
| **Evidence-based Strategy: Describe the evidence-based** | The Early Release Day Learning Sessions will target specific areas in ELA that need improvement based on data. Our Early Release Day facilitator Dr. Robert Kelly, COO of Read USA, will provide standards-based learning sessions. The primary reading interventionist will help with the implementation of Reading Mastery Series Edition (RMSE) in grades K-2 and our intermediate reading interventionist will help with the implementation of Corrective Reading in grades 3-5. In addition, both reading |

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| **strategy being implemented for this Area of Focus.** | interventionists will analyze and disaggregate data for students identified as Tier II and III, then work with them in small, intensive groups utilizing LLI and other evidence-based supplementary materials.<br>ESE teachers will help with the implementation of RMSE, Language for Learners (for 3rd grade struggling readers scoring below Corrective Reading), and Corrective Reading. Teachers will create data driven differentiated small groups with appropriate tasks that meet student needs and remediate deficient academic areas. Teachers will embed strategies to enhance student abilities to complete and comprehend the passages, tasks, questions, and/or activities required. |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | The rationale for this evidence-based strategy will provide teachers with different strategies to teach reading. In addition, embed the strategies seamlessly in their instruction to provide students with authentic experiences with reading passages that align with the B.E.S.T. Standards K-5. The following materials will be used to provide Tiered Support Levels:<br><br>1. i-Ready (K-2)<br>2. Corrective Reading (3-5)<br>3. Language for Learning (3)<br>4. Leveled Literacy Instruction [LLI] (K-5)<br>5. Reading Mastery Series Edition [RMSE] (K-2)<br>6. Achieve 3000 (3-5)<br>7. Freckle (4-5)<br><br>These resources will close the achievement gap in reading by providing students with the strategies they need to build foundational skills, decode unfamiliar words, and understand word meaning in order to comprehend grade level texts. |

## 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.

The administrative team will closely monitor and analyze data from school-based and district assessments that will be administered for the purpose of determining the academic needs of students and instructional needs of teachers. The administrative team will conduct data chats with teachers to allow them to reflect on their instructional practices and set goals for themselves and their students. The administrative team will conduct regular walk-throughs, provide immediate feedback, and analyze walk-through data for the purpose of providing intentional professional development.

**Person Responsible**     Jaime Johnson (johnsonj@duvalschools.org)

The leadership team will monitor the academic growth of students and their mastery of the B.E.S.T Standards K-5 on school-based and district assessments. The leadership team will also monitor and analyze the assessments that are used in between diagnostic assessments such as weekly lesson checks, module, and Standards Mastery assessments. The leadership team will meet regularly to identify teachers and students who are in need of support based on data and develop a plan of action.

**Person Responsible**     Jaime Johnson (johnsonj@duvalschools.org)

. Administration (or the new reading coach, when hired) will monitor the academic growth of students and their mastery of standards on school based and district assessments, as well as assessments that are used in between assessments, in order to prescribe remedial and intervention opportunities for students and share best practices with teachers. Administration (or the new reading coach, when hired) will be used to design, monitor, and assess quality instruction to improve the student achievement in all areas. The reading coach, will implement effective common planning and professional development sessions that

will include instruction that is differentiated, standards-based, and data-driven. Student progress on the following data points: i-Ready, Achieve 3000, and PMA; will be shared during common planning to promote student achievement and provide tips and strategies for teachers.

**Person Responsible**   Evelyn Garland (garlande1@duvalschools.org)

The classroom teacher will monitor the progress of students on all assessments given. The classroom teacher will conduct data chats with students, assist them with setting academic goals, and revisit academic goals after each assessment. The classroom teacher will use data to make instructional decisions, provide rigorous, standards-based instruction, tier students for differentiated reading grouping and extra support, provide extra support when needed, and keep parents informed about their child's progress.

**Person Responsible**   Jaime Johnson (johnsonj@duvalschools.org)

| #2. Instructional Practice specifically relating to Math | |
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| **Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Our FSA reading data indicates in 2021, 50% of our students were proficient in math. However, in 2022, our FSA reading data decreased to 48% (2% decrease). The Math learning gains to increased to 48% (3% increase). |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | If we implement intentionally focused, strategic instructional plans based on current data points, standards based instruction and utilize Acaletics in all 2-5 grade classrooms with fidelity, our Math Achievement will increase by 5%. The math coach will provide professional development (during common planning, early release day sessions, and other content area training sessions) to assist teachers with planning, designing and implementing data driven, differentiated, standards-based instruction for students working in whole and small groups. |
| **Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** | Administration will monitor the effectiveness of the implementation of whole group and small instruction through daily walk-throughs and calibrated instructional rounds with the leadership team each quarter. The leadership team will conduct ongoing data reviews to monitor the alignment of the Standards Walk-Through Tool, instructional delivery methods and student assessments. |
| **Person responsible for monitoring outcome:** | Jaime Johnson (johnsonj@duvalschools.org) |
| **Evidence-based Strategy: Describe the evidence-based strategy being** | The math coach will be utilized to design, monitor and assess quality instruction as to improve overall student achievement in all areas. She will also implement effective Common Planning sessions and Professional development sessions that will include differentiated, standards-based, and data driven instruction. The math coach will oversee and implement Acaletics in grades 2-5, analyze and disaggregate data for students; then work with them in small groups with appropriate tasks that meets student needs and remediate deficient academic areas. Teachers will embed strategies to enhance student abilities to comprehend math vocabulary, tasks, questions, and/or activities required. They |

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| **implemented for this Area of Focus.** | will also utilize Success Coach during tier two small group instruction. The Early Release Day Learning Sessions will target specific areas in math that need improvement based on data. The math coach will provide standards-based math learning on Early Release Days and the district math team will provide support. |
| **Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.** | We will implement Acaletics, strategically placing students in leveled groups to receive instruction at least 30 minutes on a daily basis from instructors. The math coach will monitor all components of the math workshop, ensuring instruction is aligned to standards and teachers are implementing all phases with fidelity. She will provide classroom support and embed Professional Development into common planning, to develop lessons that are aligned to ALDs, which will improve student achievement. The following resources will be used:<br>1. Acaletics, supplementary to CORE<br>2. Tutoring<br>3. Freckle |

### 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.

The administrative team will closely monitor and analyze math data from school-based and district assessments that will be administered for the purpose of determining the academic needs of students and instructional needs of teachers. The administrative team will conduct data chats and data review with teachers to target the mastery of students and areas of deficiency. The administrative team will conduct regular walk -throughs, provide immediate feedback, and analyze walk-through data for the purpose of providing professional development.

**Person Responsible** Jaime Johnson (johnsonj@duvalschools.org)

The leadership team will monitor the academic growth of students and their mastery of standards onschool-based and district assessments. The leadership team will also monitor and analyze the assessments that are used in between diagnostic assessments such as weekly lesson checks, Acaletics and unit assessments. The leadership team will meet regularly to identify teachers and students who are in need of support in math based on data and develop a plan of action.

**Person Responsible** Jaime Johnson (johnsonj@duvalschools.org)

The math coach will monitor the academic growth of students and their mastery of standards on school-based and district assessments, as well as assessments that are used in between diagnostic assessments such as, exit tickets, weekly lesson checks, Acaletics and unit assessments, in order to prescribe remedial and intervention opportunities for students and share best practice to teachers. The math coach will implement effective Common Planning sessions and Professional Development sessions that will offer teachers strategies to help improve their implementation of differentiated instruction, standards-based instruction, and data driven instruction. During common planning, the math coach will share student progress on i-Ready, Acaletics, and PMAs and provide tips and strategies to teachers that will promote student improvement. The administrative team with the math coach will oversee the implementation of Acaletics in grade 2-5, analyze and disaggregate data for teachers, and work with them to adjust their instruction based on data.

**Person Responsible** Katasha Jackman (jackmank@duvalschools.org)

The classroom teacher will monitor the progress of students on i-Ready, PMAs and assessments that are used in between diagnostic assessments such as, exit tickets, weekly lesson checks, Acaletics and Module assessments. the classroom teacher will use math data to make instructional decisions, provide rigorous, standards-based instruction, offer extra support when needed, and keep parents informed about their child's progress. The classroom teacher will provide differentiated small groups with appropriated tasks that meets student needs and remediate deficient academic areas using evidence-based supplementary materials. The classroom teacher will embed strategies to enhance student abilities to comprehend math vocabulary, tasks, questions, and/or activities required. The classroom teacher will conduct data chats with students, assist them with setting academic goals, and revisit academic goals after each assessment.

**Person Responsible**  Jaime Johnson (johnsonj@duvalschools.org)

| **#3. Instructional Practice specifically relating to Small Group Instruction** |
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| **Area of Focus Description and Rationale:** **Include a rationale that explains how it was identified as a critical need from the data reviewed.** | Based on results from the Spring 2022 FSA Assessment, there was significant decrease in reading proficiency and reading gains. Due to an imbalance of time dedicated to core instruction and Corrective Reading students were not provided adequate time for prescriptive small group instruction. Using data from formal assessments, small group instruction will allow students to receive more targeted instruction to meet their needs. |
|---|---|
| **Measurable Outcome:** **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | 100% of our students will participate in small group instruction and intervention blocks. 85% of our students will make progress towards grade level standards. |
| **Monitoring:** **Describe how this Area of Focus will be monitored for the desired outcome.** | 1. Master schedules will have dedicated time allocated for small group instruction and interventions for DI Programs.<br>2. Frequent walkthroughs to monitor implementation of programs with fidelity<br>3. Monthly data chats to review and analyze progress monitoring data from interventions. |
| **Person responsible for monitoring outcome:** | Jaime Johnson (johnsonj@duvalschools.org) |
| **Evidence-based Strategy:** **Describe the evidence-based strategy being implemented for this Area of Focus.** | Data Analysis of baseline data and intervention placement data to determine small group needs with teacher, Reading Coach and Reading Interventionist schedules. |
| **Rationale for Evidence-based Strategy:** **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** | If students are given interventions and small group standard remediation then learning gaps will decrease and mastery will increase. |

| **Action Steps to Implement** |
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| 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. During Common Planning, baseline data and intervention data will be analyzed
2. Intervention schedules and small group rotations will be determined by using Interventionists, Coaches, Teachers, and VE teachers to pull those groups during a rotation.
3. Planning and pulling additional resources for small groups around standards and interventions will occur during planning with Coaches and Interventionists.

4. Implement centers, small groups, and interventions during school day and before school tutoring

5. Analyze student work and progress monitoring assessments for next steps

**Person Responsible**   Jaime Johnson (johnsonj@duvalschools.org)

| **#4. Positive Culture and Environment specifically relating to positive behavior interventions and supports** | |
|---|---|
| **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 off observations and our 5 Essentials Survey, Collective Responsibility was one of our lowest areas. The changes put teachers and staff in defense mode and morale was low. |
| **Measurable Outcome:**<br>**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | 90% of all students and staff will take a collective responsibility in the school and everyone that is a part of the community. Resulting in a 20% decrease in referrals from 2021-2022 to present school year. |
| **Monitoring:**<br>**Describe how this Area of Focus will be monitored for the desired outcome.** | Student discipline data will be monitored, analyzed, and disaggregated with the school quarterly. |
| **Person responsible for monitoring outcome:** | Tyra Forcine-Mobley (forcinet@duvalschools.org) |
| **Evidence-based Strategy:**<br>**Describe the evidence-based strategy being implemented for this Area of Focus.** | Implement a House System that all students and staff are a part of. House System will be based around 4 Houses and the Essential 55 |
| **Rationale for Evidence-based Strategy:**<br>**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** | If students and staff buy into the house that they are a part of then they will use that to motivate themselves and each other to be better and to create a more positive learning community. |

**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. Sort new teachers and staff into one of the 4 houses during the Summer.

2. Sort all new students in grades PreK-5th grade by late August.

3. All houses will participate in house challenges, house meetings, service projects to earn points for their house, as well as earning points from the Essential 55.

4. Each nine weeks a House Cup Champion based off the points earned

**Person Responsible**                     Patricia Ansley (ansleyp@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

Based Spring End of year Iready Assessment, 51% of students in grades K-2nd were reading below grade level. Specifically 11% of students in grades K-2nd were two or more grade levels behind in reading. To improve reading proficiency students will engage in evidenced based UFLI reading intervention for daily instruction.

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

Based on FAST end of year testing, 40% of students in grades 3rd- 5th will read at or above grade level.

**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)

In grades K-2, 100% of students reading below grade level will improve reading by 1 year's growth evidenced by Freckle progress monitoring assessments.

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

Based on FAST end of year testing, 40% of students in grades 3rd- 5th will perform at or above grade level in math.

**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.

The areas of Focus will be monitored through FAST and Freckly progress monitoring. Ongoing monitoring for students in grades K-2 will take place via DRA and Waterford. Students in grades 3rd - 5th will be monitored through monthly Lexile scores from Achieve 3000.

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

Johnson, Jaime, johnsonj@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?

Evidenced based programs implemented will include UFLI, LLI, and Corrective Reading

**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?

All programs will support foundation reading skills and comprehension skills needed to improve reading for our students.

**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 |
|---|---|
| Train staff on UFLI, LLI, and Corrective<br>Provide coaching and modeling of interventionist<br>Monitor Implementation of Programs and made adjustments<br>Monitor student progress using assessments | Johnson, Jaime, johnsonj@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.

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 to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups are community colleges, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Teachers will also participate professional development at Ron Clark Academy regarding the House System for full implementation.

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

Stakeholders and Their Roles in Promoting a Positive Culture and Environment at the School:

1. Partnerships: St. Paul Missionary Baptist Church supplies incentives during testing.

2. Teachers: Teachers are active participants SCA/PTO. They set high expectations for themselves and our students. They assist us with partnering with families and the community.

3. Students: Our students play a very important role in promoting a positive culture and environment. Student groups, such as safety patrol, assist with modeling and promoting a positive culture. Our safety patrols take pride in ensuring that they are on post and assisting their fellow classmates with following school rules. The student government takes pride in being the voice for the student group and sharing their ideas about with the leadership team. They take part in sharing important school-related information to their peers and the community.

4. Communities in School Team UP: TEAM UP collaborates with school leadership to ensure our students are provided with a well-rounded educational experience during and afterschool. The director of the TEAM UP afterschool program meets with the leadership team monthly to plan and coordinate afterschool activities, the academic hour, and incentives for students showing improvement academically and behaviorally. Additionally, the director of TEAM UP is a active participant in the School Advisory Committee and attends the monthly meetings.