

Duval County Public Schools

Sadie T. Tillis Elementary School



2022-23 Schoolwide Improvement Plan

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Sadie T. Tillis Elementary School

6084 MORSE AVE, Jacksonville, FL 32244

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

Demographics

Principal: Helen Dunbar

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (45%) 2018-19: C (50%) 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	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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6084 MORSE AVE, Jacksonville, FL 32244

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

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 KG-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	92%

School Grades History

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

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SIP Authority

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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.

As a faculty and staff we are committed to providing a safe environment that promotes social emotional growth, while placing the highest priority on rigorous standards based instruction and learning so that students think critically, meet learning targets, and experience academic growth and success.

Provide the school's vision statement.

Students of Sadie T. Tillis Elementary School will receive a quality education that develops the whole child, inspires life-long learning, and prepares students for college and career.

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
Dunbar, Helen	Principal	<p>Ensures the highest academic standards and a safe and secure learning environment for all students.</p> <p>Leads, manages, supervises, and administers all programs, policies and activities of the school.</p> <p>Monitors instruction, ensures implementation of district curriculum and assesses effectiveness of instructional and support personnel. Ensures a safe and secure learning environment through the systematic implementation of Positive Behavior Intervention Supports and other appropriate preventive strategies.</p> <p>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).</p> <p>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.</p>
Perry, Danielle	Assistant Principal	<p>Serves as Assistant Principal of the learning community. Develops, articulates, communicates, and implements a shared vision that is supported by the larger organization and the school community. 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. 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.</p>
Shako, Sherell	Other	<p>Provides daily support to classroom teachers based on an analysis of student performance data. Provide extended support in mathematics with level 1 and 2 students. Conducts focus walks with state, district, and/or school-based personnel to collect and analyze data to plan for instruction and professional development. Assists mathematics teachers with planning instruction and assessments based on national and state standards and benchmarks; use of pacing charts and instructional strategies and materials; and use of data from formative assessments and district assessments to improve instruction.</p>
	Other	<p>Provides daily support to classroom teachers in each of the major reading components based on an analysis of student performance data. Instructs and remediate identified level 1 and 2 students. Models effective instructional strategies for teachers through co-teaching in classrooms, coaching, mentoring and facilitating study groups. Interprets state and district mandates for teachers and math coaches, and how these mandates support student achievement.</p>

Name	Position Title	Job Duties and Responsibilities
		Supports teachers and reading coaches with planning instruction to meet student needs through differentiated.
Hinson, April		Provides daily support to classroom teachers in each of the major reading components based on an analysis of student performance data. Provide extended support in reading with lowest performance readers.
Johnson, Latona	School Counselor	Guides the learning process toward the achievement of curriculum goals and in harmony with the goals, establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students. Strives to implement, by instruction and action, the District's philosophy of education and instructional goals and objectives. Conducts classroom guidance activities focused on academic, career, and social emotional learning. Makes student referrals to school and community agencies and provides regular and appropriate feedback to teachers. Provides students, parents, and teachers with appropriate and necessary support, consultative services, and training.

Demographic Information

Principal start date

Monday 7/1/2019, Helen Dunbar

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.*

0

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.*

0

Total number of teacher positions allocated to the school

17

Total number of students enrolled at the school

463

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.

9

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	91	82	65	72	74	70	0	0	0	0	0	0	0	454
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 7/28/2022

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	75	77	67	75	71	73	0	0	0	0	0	0	0	438
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	2	15	27	42	30	49	0	0	0	0	0	0	0	165

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	3	4	4	11	11	0	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	1	2	4	5	0	0	0	0	0	0	0	12

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	75	77	67	75	71	73	0	0	0	0	0	0	0	438
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	2	15	27	42	30	49	0	0	0	0	0	0	0	165

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	3	4	4	11	11	0	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	1	2	4	5	0	0	0	0	0	0	0	12

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	23%	50%	56%				38%	50%	57%
ELA Learning Gains	48%						46%	56%	58%
ELA Lowest 25th Percentile	47%						36%	50%	53%
Math Achievement	42%	48%	50%				55%	62%	63%
Math Learning Gains	69%						64%	63%	62%
Math Lowest 25th Percentile	70%						70%	52%	51%
Science Achievement	19%	59%	59%				43%	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	35%	51%	-16%	58%	-23%
Cohort Comparison		0%				
04	2022					
	2019	34%	52%	-18%	58%	-24%
Cohort Comparison		-35%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	29%	50%	-21%	56%	-27%
Cohort Comparison		-34%				

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	49%	61%	-12%	62%	-13%
Cohort Comparison		0%				
04	2022					
	2019	47%	64%	-17%	64%	-17%
Cohort Comparison		-49%				
05	2022					
	2019	42%	57%	-15%	60%	-18%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	37%	49%	-12%	53%	-16%
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	8	36		41	70		20				
ELL	26	60	60	50	92						
BLK	15	36	37	32	59	68	6				
HSP	31	67	60	43	84		26				
MUL	17			42							
WHT	39	67		83	75						
FRL	20	47	33	38	65	65	20				

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	13			13							
ELL	22			37							
BLK	14	24	25	18	27	33	9				
HSP	29	45		39	70						
MUL	33			20							
WHT	31			31							
FRL	19	28	21	24	29	38	15				
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	24	27	20	34	50	59	25				
ELL	29	52	38	46	68	71	17				
BLK	35	46	31	53	66	63	39				
HSP	34	36	38	53	65	83	25				
MUL	65	73		76	73						
WHT	40	46		52	43						
FRL	34	43	38	54	64	74	40				

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	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	35
Total Points Earned for the Federal Index	353
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	46
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	36
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	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	30
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
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	66
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

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

Data reflects from the 2022 FSA, an increase in proficiency in all core content areas, compared to the 2021 spring state assessment. Although data shows improvement, there are subgroups that continue to remain below 41% federal index. African American students, students with disabilities and economically disadvantage students are the subgroups in which scores lower in reading content areas.

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

Reading and Science proficiency are the greatest need for improvement. Progress monitoring assessments and the 2022 state assessment shows the percentage of students demonstrating reading proficiency was 23%. Likewise, the percentage of fifth grade students who demonstrated proficiency in science was 19%.

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 the decline of Reading and Science proficiency is the overall number of students who read at least 2 years below grade level. Students are challenged with comprehension and vocabulary. Students' readability levels align with student ability to comprehend and perform on grade level in Science.

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

Math showed the most improvements in Proficiency, Learning Gains, and Lowest Performance Quartile in grades 3-5. In comparison to the 2021 state assessment, students' overall performance improved significantly. Math proficiency increased by 17 points, learning gains by 37 points, and lowest performance quartile increased by 32 points.

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

Teachers unpacked standards through utilizing the Learning Arc and included the use of the Item Specifications and Achievement Level Descriptors when planning lessons, activities, and tasks. There was an increase in small group instruction with targeted group students.

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

To accelerate learning, strategies implemented will include:

Scaffolding instruction

Build vocabulary and knowledge

Implement supplemental program for reading: Reading Mastery-Corrective Reading

Dedicate time for common planning to focus on benchmarks and learning targets

Using Title 1 allocations, we will need to hire a reading interventionist, math interventionist and 2 full time paraprofessionals. The support staff will strategically work with identified students to provide additional instruction in small group settings. The instruction will enhance grade level benchmarks with supplemental materials.

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

Professional Development opportunities for teachers and leaders that will be provided to support in the acceleration of learning will be structured common planning where emphasis will be on unpacking B.E.S.T. benchmarks and effective strategies for scaffold instruction. In addition, teachers and leaders will actively participate in professional development opportunities lead by district leadership teams.

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

Additional services implemented for improvement will be provided by the district. Professional development will focus on effective implementation of the new reading and math curriculum, supplemental reading program through SRA and UFLI-University of Florida Literacy Institute, and unpacking B.E.S.T. benchmarks for Reading and Math.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus
Description and
Rationale:**

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

Our goal is to improve proficiency in our Black/African American students and Students with Disabilities by 10% or to at least meet the federal index of 41%.

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

To improve proficiency in Reading, Math and Science by 10% with an emphasis on Black/African American and Students with Disabilities to meet the Federal Index of at least 41%.

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

Instructional (coaches) interventionists will provide professional development (during common planning and 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. Instructional (coaches) interventionist will monitor the implementation of all direct instruction programs to include: assessing and grouping students, collecting and analyzing data.

Administration will monitor 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 Benchmark Walk-Through Tool, instructional delivery methods and student assessments.

**Person responsible
for monitoring
outcome:**

Helen Dunbar (dunbarh@duvalschools.org)

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

Through the multi-tiered system of supports for Students with Disabilities and Black/African American students we will focus on the following Tier 1 strategies for academic interventions:

- Rigorous Standards-Based Instruction
- After-School, Before-School Tutoring using research-based materials
- Reading Interventions and Resources from Benchmark Advance Curriculum
- Math Intervention and Resources from FL Reveal Curriculum
- Instructional Paraprofessionals working in small groups
- Study Island for Science
- District/Curriculum Unit Assessments
- District/State PM Assessments

**Rationale for
Evidence-based
Strategy:
Explain the
rationale for**

The resources selected are all researched-based. Effective implementation will increase student achievement. Strategies will be implemented with fidelity in order to increase school proficiency.

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

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

We will be following these steps to ensure all students receive the support they need:

1. Identify students who are part of the SWD category.
2. Train staff on Multi-Tiered Systems of Support.
3. Develop systems to improve day to day systems with teacher input.
4. Evaluate the progress to determine if there needs to be changes.
5. Re-evaluate IEPs and dive deeper into understanding all of the goals.
6. Align benchmarks to mastery of goals.
7. Monitor IEP goals and make modifications when needed.

Person

Responsible

Latona Johnson (johnsonl12@duvalschools.org)

#2. Instructional Practice specifically relating to Small Group Instruction

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

The goal is to increase small group instruction in every grade level for all core content areas to accelerate learning. Classroom teachers need to develop clear and precise rituals and routines and data based small group instructional plans to facilitate effective small group instruction. To support small group instruction, instructional (coaches) interventionists, instructional paraprofessionals and reading interventionist will provide support and instruction to remediate and accelerate learning.

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

100% of core content teachers and support staff will provide effective small group instruction in all content areas at a minimum of 3 times a week.

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

Conducting classroom walkthroughs to ensure small groups are determined based on data and observe effective implementation of instruction.

Person responsible for monitoring outcome:

Helen Dunbar (dunbarh@duvalschools.org)

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

Data based decisions and materials for small groups will be utilized. Intervention resources from each curriculum (Benchmark Advanced, FL Reveal, Math Acaletics, Science Acaletics, HML Science, Study Island)

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

Differentiated instruction in small group settings will have a greater impact on student achievement. Students at all grade levels will receive direct interventions and/or instruction that is determined from data in smaller groups to tailor lessons based on specific learning objectives needed.

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.

Monitor individual teachers data (blended learning, district progress monitoring, teacher assessments, etc...)

Monitor the effectiveness of tasks determined for instruction

Monitor the frequency of groups and changes of groups

Monitor small group lesson plans

Increase common planning to collaborative plan with instructional coaches, admin, and colleagues for small group instruction

Using Title 1 allocations and ESSR funding, purchase supplemental resources (i.e. Scholastic News,)

Using Title 1 funds for allocation of Math and Reading Interventionist

Using Title 1 funds purchase additional technology

General storeroom supplies will be purchased from Title 1 funds to aide in the assistance of use of materials for learning

In addition to administration monitoring the effectiveness of implementing small group instruction, instructional coaches will assist.

Person Responsible	Danielle Perry (bennefield@duvalschools.org)
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#3. Positive Culture and Environment specifically relating to School Climate and Safety**Area of Focus****Description and****Rationale:**

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

The goal of PBIS is to create a positive school climate in which students feel safe, increase in student achievement, social and emotional growth, and enhance school culture.

Measurable**Outcome:**

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

By the end of the first semester, December 2022, the number of level 2 infractions will show a decrease by 50% as compared to last school year.

Monitoring:

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

Administration will work closely with teachers and members of the PBIS to monitor the number of discipline and positive referrals. On-going monitoring of the effectiveness of school-wide expectations in all common areas the implementation by staff.

Person responsible for monitoring outcome:

Helen Dunbar (dunbarh@duvalschools.org)

Evidence-based**Strategy:**

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

Review and monitor standards for behaviors
Create positive classroom environments

Rationale for Evidence-based**Strategy:**

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

Level 2 infractions (fighting and physical attack on others) continue to be a challenge with students. This year, the school will increase proactive research based measures to prevent unwarranted behaviors. Restorative Practices will be implemented by the PBIS team and identified classrooms for models. Restorative Circles will be implemented by PBIS and select classroom. Mindfulness (Cam Classrooms) will be implemented school-wide.

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.

PBIS will study and participate in professional development with the focus on implementing Restorative Practices.

Identify teachers who will implement inquiry base restorative circles

The school will hold student meetings (at least monthly) to discuss school expectations in all common areas, goals, notices, and celebrations (attendance, bus behavior recognition, discipline)

From Title 1 allocation, employ a Parent Liaison who will work closely with Title 1 department and Family and Engagement Department to provide parent sessions to focus on strategies to improve behaviors and how to work with children to be proactive instead of reactive.

In addition to the school principal, PBIS members, School Guidance, members of the leadership team are responsible for the implementation and monitoring.

Person Responsible Danielle Perry (bennefield@duvalschools.org)

#4. Instructional Practice specifically relating to ELA

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

Based on the 2021-2022 end of the year diagnostic and state data, ELA was defined as a critical area for improvement. Students at our school need support with foundation of reading, vocabulary and comprehension of literacy and informational content. Likewise, student success in ELA progress will also increase student achievement in other subject areas; specifically 5th grade Science.

End of the school year data reflects the following:
 3rd FSA ELA non-proficient percentage=78%
 4th FSA ELA non-proficient percentage=74%
 5th FSA ELA non-proficient percentage=81%

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

By the end of the school year, reading proficiency will improve by 17 points with an achievement percentage of 40%.

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

On-going monitoring of instruction through classroom visits, classroom observations and immediate feedback
 District content specialist support
 Triangulation of ELA data from assessment (unit/weekly assessments, progress monitoring, student work)

Person responsible for monitoring outcome:

Helen Dunbar (dunbarh@duvalschools.org)

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

Data driven lesson planning: Understanding where students are with mastery of grade level benchmarks, using data from informal and formal assessments, planning clear objectives, implementation and checking for understanding when lesson planning.

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

Small group/differentiated instruction based on data to provide Tier II supports
 Small group instruction will allow teachers to meet students at their level to support their needs.
 Progress Monitoring: Ensuring all lessons are facilitated with fidelity.
 Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate clear feedback for teachers and school leadership teams to work together to ensure effective practices.

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.

Monitor individual teachers data (blended learning, district progress monitoring, teacher assessments, etc...)

Monitor the effectiveness of tasks determined for instruction

Monitor the frequency of groups and changes of groups

Monitor small group lesson plans

Provide time for common planning to collaborative plan with instructional coaches, admin, and colleagues for small group instruction

Using Title 1 allocations and ESSR funding, purchase supplemental resources (i.e. Scholastic News,)
 Using Title 1 funds for allocation of Math and Reading Instructional Interventionists
 Using Title 1 funds for allocation to employee 2 instructional paraprofessionals
 General storeroom supplies will be purchased from Title 1 funds to aide in the assistance of use of materials for learning

Person Responsible Helen Dunbar (dunbarh@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 school will implement a school-wide reading challenge to promote reading
 Students will engage in daily supplemental reading program to strengthen the foundations of by University of Florida Literacy Institute.
 Small group instruction will focus on skill and benchmark remediation
 Students will work on blended learning (iReady) at school and at home

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

The school will implement a school-wide reading challenge to promote reading
 Identified students will engage in daily reading supplement program, Direct Instruction: Corrective Reading, to strengthen the foundations of reading and comprehension
 Small group instruction will focus on skill and benchmark remediation
 Students will work on blended learning (Achieve 3000 and FRECKLES) at school and home
 3rd FSA ELA non-proficient percentage=78%
 4th FSA ELA non-proficient percentage=74%
 5th FSA ELA non-proficient percentage=81%

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)

K-2 students will show an overall increase in Reading Achievement by 40%.

Grades 3-5: Measureable Outcome(s)

3-5 students will show an overall increase in Reading Achievement by 14 points which will result in 40% proficiency in reading on the Spring F.A.S.T. 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.

Our school leadership team, district content specialist support will plan, observe and support teacher development and instruction

Triangulation of ELA data from assessment (unit/weekly assessments, progress monitoring, student work) will be monitored, analyzed and discussed for next step for continuous improvement

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Dunbar, Helen, dunbarh@duvalschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Data driven lesson planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, implementation and checking for understanding as pausing points during lessons.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Data driven lesson planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, implementation and checking for understanding as pausing points during lessons.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Small group/differentiated instruction based on data to provide Tier II supports</p> <p>Small group instruction will allow teachers to meet students at their level to support their needs.</p> <p>Progress Monitoring: Ensuring all lessons are facilitated with fidelity.</p> <p>Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate clear feedback for teachers and school leadership teams to work together to ensure effective practices.</p> <p>Monitor individual teachers data (blended learning, district progress monitoring, teacher assessments, etc...)</p> <p>Monitor the effectiveness of tasks determined for instruction</p> <p>Monitor the frequency of groups and changes of groups</p> <p>Monitor small group lesson plans</p> <p>Provide time for common planning and collaboration with leadership team</p> <p>Using Title 1 allocations and ESSR funding, purchase supplemental resources (i.e. Scholastic News, Measuring Up)</p> <p>Using Title 1 funds for allocation of Math and Reading Instructional Interventionist</p> <p>Using Title 1 funds to employee 2 instructional paraprofessionals</p>	<p>Perry, Danielle, benefield@duvalschools.org</p>

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Sadie T. Tillis addresses its need to building a positive school culture and environment by including all stakeholders in discussion and decision making processes. The school establishes a shared vision and mission that focuses on the success of every student and by celebrating /recognizing teachers and staff. Sadie Tillis continues to improve positive relationships among teachers and students by establishing clear expectations that are implemented with fidelity. The school is working towards increasing relationships among school and community by initiating various opportunities that will involve families and community support.

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

All stakeholders (parents/families, faith base, and community organizations) are invited to become involved in school decision making processes to promote increase in student achievement, improve student learning gains, and improve a positive culture and environment. Such ways in which stakeholders may become involved in decision making processes in participations in monthly School Advisory Council meetings, completion of school surveys or written feedback and participation in school family engagement events. Sadie Tillis is cultivating a positive school environment and culture where students, teachers/staff, community and faith base partnership and families share a common vision and goal that will increase student achievement and social and emotional supports.