

Duval County Public Schools

North Shore Elementary



2022-23 Schoolwide Improvement Plan

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North Shore Elementary

5701 SILVER PLZ, Jacksonville, FL 32208

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

Demographics

Principal: Felicia Hardaway

Start Date for this Principal: 7/18/2010

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* Hispanic Students Multiracial Students White Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (44%) 2018-19: C (52%) 2017-18: C (50%)
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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North Shore Elementary

5701 SILVER PLZ, Jacksonville, FL 32208

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

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	95%

School Grades History

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

School Board Approval

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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.

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<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.

North Shore's mission is to provide educational excellence in EVERY school, in EVERY classroom, for EVERY student, EVERY day.

Provide the school's vision statement.

The vision of North Shore Elementary School is to inspire and prepare students to be successful in college or a 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
Hardaway, Felicia	Principal	To ensure that students learn and grow academically, in a safe, learning environment.
Daniels, Toni	School Counselor	To ensure that students learn and grow academically, in a safe, learning environment as well as promote daily attendance
Robinson, Laura	Instructional Coach	To ensure that students learn and grow academically, in a safe, learning environment while growing and developing teachers.

Demographic Information

Principal start date

Sunday 7/18/2010, Felicia Hardaway

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.*

15

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.*

15

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

710

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

11

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

13

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 7/14/2022

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	104	108	116	105	118	108	0	0	0	0	0	0	0	659
Attendance below 90 percent	65	54	58	48	70	53	0	0	0	0	0	0	0	348
One or more suspensions	3	6	5	3	10	5	0	0	0	0	0	0	0	32
Course failure in ELA	4	0	4	5	5	1	0	0	0	0	0	0	0	19
Course failure in Math	4	0	4	1	4	2	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	35	30	34	0	0	0	0	0	0	0	99
Level 1 on 2019 statewide FSA Math assessment	0	0	0	18	29	30	0	0	0	0	0	0	0	77
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	104	108	116	105	118	108	0	0	0	0	0	0	0	659

The number of students identified as retainees:

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

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	104	108	116	105	118	108	0	0	0	0	0	0	0	659
Attendance below 90 percent	65	54	58	48	70	53	0	0	0	0	0	0	0	348
One or more suspensions	3	6	5	3	10	5	0	0	0	0	0	0	0	32
Course failure in ELA	4	0	4	5	5	1	0	0	0	0	0	0	0	19
Course failure in Math	4	0	4	1	4	2	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	35	30	34	0	0	0	0	0	0	0	99
Level 1 on 2019 statewide FSA Math assessment	0	0	0	18	29	30	0	0	0	0	0	0	0	77
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	104	108	116	105	118	108	0	0	0	0	0	0	0	659

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	31%	50%	56%				41%	50%	57%
ELA Learning Gains	49%						53%	56%	58%
ELA Lowest 25th Percentile	40%						57%	50%	53%
Math Achievement	52%	48%	50%				64%	62%	63%
Math Learning Gains	58%						59%	63%	62%
Math Lowest 25th Percentile	55%						56%	52%	51%
Science Achievement	21%	59%	59%				37%	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	38%	51%	-13%	58%	-20%
Cohort Comparison		0%				
04	2022					
	2019	45%	52%	-7%	58%	-13%
Cohort Comparison		-38%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	35%	50%	-15%	56%	-21%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	74%	61%	13%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	63%	64%	-1%	64%	-1%
Cohort Comparison		-74%				
05	2022					
	2019	44%	57%	-13%	60%	-16%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	35%	49%	-14%	53%	-18%
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	20	45	36	54	72	70	9				
BLK	30	48	37	53	59	55	18				
MUL	43			36							
FRL	30	47	38	51	58	53	17				
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	16	47	40	35	53		8				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
BLK	35	56	35	51	47	59	22				
MUL	70			50							
WHT	10			30							
FRL	34	52	30	48	47	62	25				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	58	47	40	52	54	25				
BLK	39	48	56	62	60	58	32				
MUL	50			79							
WHT	57	83		78	50		73				
FRL	41	51	54	65	59	59	39				

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	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	306
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
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	43
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	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

Reading data fluctuates; however, it is not been higher than 41%
 Science data has been declining yearly
 Math data has been consistent yearly

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

Reading and Science proficiency
 Gains in reading and math
 LPQ Gains

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

The largest contributing factor to the improvement needs are student attendance.

In order to improve proficiency in reading and science as well as gains in reading and math, professional development using the Learning Arc and instructional delivery will need to be implemented during PLC; teachers will use data to drive instruction; and data will be monitored by administration.

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

Math proficiency

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

Small group instruction, before and after school tutoring, and Saturday school tutoring have all been contributing factors. Several math teachers pulled students during their PLC's to promote student success.

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

Intentional professional development, intentional small group instruction, and ongoing professional development will need to be implemented in order to accelerate instruction.

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.

Administration will receive professional development on retaining teachers, building staff morale, and creating teacher leaders through the Ron Clark Administration Day as well as various other professional development opportunities. Teachers will receive professional development using the SBWT tool; the Learning Arc, and instructional planning and delivery based on data.

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

Administration will monitor and maintain data and conduct bi-weekly data chats with teachers

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA**Area of Focus****Description and Rationale:**

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

his area of focus will be to increase reading proficiency and reading gains. After data analysis of the 2019 and 2022 data, proficiency decreased in reading; reading gains decreased and reading LPQ gains increased. The previous year, proficiency increased as well as gains and LPQ in reading reading and math. We need a balance that will enable us to increase reading proficiency as well as gains simultaneously.

Measurable Outcome:

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

The outcome is to increase reading proficiency to 40% and reading gains to 65%. We will do this by monitoring standards-based instruction (delivery), implement reading strategies through Reading Benchmarks and Corrective Reading as well as providing parents with additional practice at home using the supplemental material that will be purchased using Title 1 funds.

Monitoring:

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

Through bi-weekly and benchmark assessments

Person responsible for monitoring outcome:

Felicia Hardaway (hardawayf@duvalschools.org)

Evidence-based Strategy:

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

Students will receive before and after school tutoring using supplemental material that will be purchased using Title 1 funds. This material will consist of, but not limited to Ready Benchmark workbooks.

Rationale for Evidence-based Strategy:

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

These strategies were chosen because they are district and state vetted strategies and curricular.

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. PD on the updated BEST Benchmark Assessment
2. Teachers will print (using Title 1 purchased printers located in centralized locations) and analyze data during PLC's to share with parents
3. Common planning
4. Implement reading strategies (reading mastery)
5. The following positions will be funded through Title 1 to provide additional support for students in

instruction: paras, teachers, media specialist, and reading interventionist.

6. Before, after-school, and Saturday school tutoring will be funded through Title 1 to provide additional tutoring for our students

7. Additional at home practice, test prep material, will be provided to students and parents using Title 1 funds. funds....general supplies will be needed such as toner (copier), copy paper, dry erase markers, etc. that will be purchased through Title 1 to support academic success.

Person Responsible Felicia Hardaway (hardawayf@duvalschools.org)

#2. Instructional Practice specifically relating to Math**Area of Focus****Description and Rationale:**

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

This area of focus will be to increase proficiency in math and math gains. After data analysis of the 2019 and 2022 data, proficiency and gains increased by 1-2% in math; however, LPQ gains decreased... We need a balance that will enable us to increase math proficiency as well as gains simultaneously in double-digit numbers.

Measurable Outcome:

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

The outcome is to increase math proficiency to 65% We will do this by monitoring standards-based instruction (delivery), implementing math strategies and strategies through math camp (Acaletics)

Monitoring:

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

We will monitor the teachers' planning and lesson plans for unpacking standards using the BEST Benchmarks. We will also monitor teacher instruction using the standards-based walk-through tool. PMA's, iReady data/tool kits, and Acaletics data will drive instruction. Teachers will participate in PD based on needs as well as attend weekly common planning that will be monitored by administration/instructional coaches.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Students will receive before and after school tutoring using supplemental material that will be purchased using Title 1 funds. This material will consist of, but not limited to Ready Benchmark workbooks.

Rationale for Evidence-based Strategy:

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

These strategies were chosen because they are state/district vetted strategies and curricular.

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. PD on the updated BEST Benchmark
2. Teachers will print (using Title 1 purchased printers located in centralized locations) and analyze data during PLC's to share with parents
3. Common planning
4. Implement math strategies (Acaletics)

5. The following positions will be funded through Title 1 to provide additional support for students in instruction: paras, teachers, media specialist, and interventionists.
6. Before, after-school, and Saturday school tutoring will funded through Title 1 to provide additional tutoring for our students.
7. Additional at home practice, test prep material, will be provided to students and parents using Title 1 funds... general supplies will be needed such as toner (copier), copy paper, dry erase markers, etc. to support academic success.

Person Responsible Toni Daniels (danielst1@duvalschools.org)

#3. Positive Culture and Environment specifically relating to Student Attendance

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

This area of focus is on student attendance and tardies. After data analysis of the 2019 and 2022 data, we found that students that fell in the LPQ category were kids that missed a considerable number of days (10 or more) per nine week and/or quarter and had excessive tardies year after year.

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

To decrease the number of students with 10 or more absences, suspensions and tardies by 85-90%, in turn increasing student achievement.

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

ALL LPQ students (and students with excessive absences/tardies) will be tracked and monitored bi-weekly by the counselor and parent liaison. Parents will be contacted and an AIT meeting will be held along with the truant officer that could potentially be sent to the state attorney's office.

Person responsible for monitoring outcome:

Toni Daniels (danielst1@duvalschools.org)

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

Analyze student attendance data weekly
Monday Mania
Atten"dance"

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

These strategies were selected to increase daily attendance in students that were absent 10+ days

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.

Implement attendance contracts as needed
Calm classrooms
Mentoring plan

Person Responsible Toni Daniels (danielst1@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

48% of the students are not on track to score at proficiency on the state assessment

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

69% of the students are not on track to score at proficiency on the state assessment

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Teachers will consistently implement the following programs before school, during school and after school in order to improve student performance:

- Benchmark Advance/Reading Mastery/Haggerty/
- Morning/Afternoon Tutoring beginning in October

- Planning tutoring
- UFLI (once trained)

Grades 3-5: Measureable Outcome(s)

Teachers will consistently implement the following programs before school, during school and after school in order to improve student performance:

- CR- B1's/LLI (Team Up)/Achieve 3000
- Freckle
- Morning/Afternoon Tutoring- October
- Planning tutoring
- LAFS Rehearsal Plus (Benchmark)

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.

Monitoring will be ongoing as assessments are completed as well as teacher observations of student performance. Assignments will be generated and printed weekly using supplemental material.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Hardaway, Felicia, hardawayf@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?

Evidence- based programs will be the district's selected programs that will be monitored and implemented by teachers and school-based administration

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?

These programs are district selected and approved

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Teachers will participate in PLC's with the school administration being that instructional support are in classrooms covering classes. Assessments will be administered and monitored Professional development will be differentiated based on teacher's needs	Hardaway, Felicia, hardawayf@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.

We will increase parental involvement by having 1 parent night per nine week that will address reading, math and science. Parents will also participate in SAC and PTA. These parent functions will be coordinated and led by administration, team leaders and the parent liaison (in which Title 1 will fund).

Parents will log into FOCUS and Class Dojo to maintain communication with their student's teachers.

Parents will be provided hands-on experiences using real-time assignments throughout the 9 weeks.

Administration will receive professional development on retaining teachers, building staff morale, and creating teacher leaders through the Ron Clark Administration Day, Innovative School Summit, as well as various other professional development opportunities.

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

Felicia W. Hardaway- Principal- manages and maintains the Parental Involvement Plan
Andrea Norman (bookkeeper) and Tanika Sumpter (CRT operator)- manages and maintains the Parental Involvement Plan

Toni Daniels-Lee- School Counselor- promotes a safe school culture and environment
Alexis Jones- School Counselor- promotes a safe school culture and environment