Rutledge H. Pearson Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Rutledge H. Pearson Elementary School

4346 ROANOKE BLVD, Jacksonville, FL 32208

http://www.duvalschools.org/rhpearson

Demographics

Principal: Kathleen Adkins

Start Date for this Principal: 7/19/2022

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* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2021-22: B (59%) 2018-19: D (38%) 2017-18: D (35%)
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

Rutledge H. Pearson Elementary School

4346 ROANOKE BLVD, Jacksonville, FL 32208

http://www.duvalschools.org/rhpearson

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	94%

School Grades History

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

The faculty and staff of Rutledge H. Pearson Elementary School will provide students with the tools and skills needed to realize their highest level of achievement and to strive for academic and social excellence through a safe and nurturing learning environment that promotes high level, quality instruction and services that meet
the needs of the whole child in every classroom, every day.

Provide the school's vision statement.

The faculty and staff at Rutledge H. Pearson Elementary School will ensure all students receive data-driven instruction everyday, in every class, and ultimately produce lifelong learners.

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
Adkins, Kathleen	Principal	Ensuring that academic policies and curriculum are followed Developing and tracking benchmarks for measuring institutional success Helping teachers maximize their teaching potential Meeting and listening to concerns of students on a regular basis Encouraging, guiding and assisting student leaders and teachers Meeting with parents and administrators on a regular basis for problem resolution Enforcing discipline when necessary Providing an atmosphere free of any bias in which students can achieve their maximum potential
Cooper, Robyn	Assistant Principal	Thorough understanding of school operations Strong organizational, communication, and interpersonal skills Ability to coordinate campus support operations Working knowledge of curriculum and instruction Ability to evaluate instructional program and teaching effectiveness Ability to manage budget and personnel Ability to coordinate campus functions Ability to implement policy and procedures Ability to interpret data Strong organizational, communication, public relations, and interpersonal skills

Demographic Information

Principal start date

Tuesday 7/19/2022, Kathleen Adkins

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.*

5

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.*

12

Total number of teacher positions allocated to the school

16

Total number of students enrolled at the school

250

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	24	27	32	31	29	30	0	0	0	0	0	0	0	173
Attendance below 90 percent	2	18	15	16	14	12	0	0	0	0	0	0	0	77
One or more suspensions	0	2	4	2	4	1	0	0	0	0	0	0	0	13
Course failure in ELA	2	2	2	1	1	0	0	0	0	0	0	0	0	8
Course failure in Math	0	2	1	1	1	0	0	0	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	20	13	6	0	0	0	0	0	0	0	39
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	2	23	13	14	15	10	0	0	0	0	0	0	0	77

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	2	13	11	12	9	6	0	0	0	0	0	0	0	53

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	1	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	1	2	0	0	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Tuesday 8/23/2022

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

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	24	27	32	31	39	30	0	0	0	0	0	0	0	183
Attendance below 90 percent	2	18	15	15	14	12	0	0	0	0	0	0	0	76
One or more suspensions	0	2	4	4	4	1	0	0	0	0	0	0	0	15
Course failure in ELA	2	2	2	2	1	0	0	0	0	0	0	0	0	9
Course failure in Math	0	2	1	1	1	0	0	0	0	0	0	0	0	5
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	2	4	18	19	13	6	0	0	0	0	0	0	0	62

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	4	10	9	12	6	0	0	0	0	0	0	0	43

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	1	0	0	2	1	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	1	2	0	0	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%	50%	56%				24%	50%	57%
ELA Learning Gains	57%						38%	56%	58%
ELA Lowest 25th Percentile	54%						43%	50%	53%
Math Achievement	68%	48%	50%				37%	62%	63%
Math Learning Gains	71%						52%	63%	62%
Math Lowest 25th Percentile	58%						50%	52%	51%
Science Achievement	68%	59%	59%				19%	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	20%	51%	-31%	58%	-38%
Cohort Comparison		0%				
04	2022					
	2019	22%	52%	-30%	58%	-36%
Cohort Comparison		-20%				
05	2022					
	2019	33%	50%	-17%	56%	-23%
Cohort Comparison		-22%				

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	43%	61%	-18%	62%	-19%
Cohort Comparison		0%				
04	2022					
	2019	40%	64%	-24%	64%	-24%
Cohort Comparison		-43%				
05	2022					
	2019	29%	57%	-28%	60%	-31%
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	21%	49%	-28%	53%	-32%
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	26	54		50	62						
BLK	40	57	50	68	70	58	64				
FRL	40	56	50	66	73	60	64				

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	39			44							
BLK	39	61		61	82		82				
FRL	38	56		59	82		81				

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	29		22	38						
BLK	20	34	47	33	49	47	20				
FRL	22	35	40	36	52	50	20				

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	59
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	415
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
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	
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	58
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	58
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?

Trends are mostly in reading where we see our most struggling students and students with disabilities struggle to make proficiency and gains. Our 3rd graders (51%) made a Level 1, 4th grade (15%) made a level 1- ESE students, and 5th grade (17%) made a level 1. 5th grade had a outlier of losing proficient students as well.

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

Reading across the board for all grade levels. We are seeing gains and some movement into proficiency, however, keeping student proficient over time is a struggle. Also, our SWD and Economically Disadvantaged students are continuously struggling to make the proficient and sometimes gain mark.

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

Many of our readers are struggling and need basic foundational skills. The implementation of a new reading curriculum and foundational skills will assist our students. We will also be strategic when grouping students for Reading Mastery/Corrective Reading. Giving students time to actually practice reading is truly needed for all students. Title I funds will be used to add supplemental personnel or supplemental materials to provide classroom instruction, specialized instruction and additional support to increase student achievement

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

Math in all grade levels. 3rd grade had 49% proficient, 4th grade had 73% proficient, and 5th grade had 73% proficient.

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

Small group instruction and remediation was beneficial. Our Interventionist and full time sub assisted with working with students in small group and being strategic.

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

Continuing the same strategies and also incorporating some project based activities and critical thinking opportunities. Title I funds will be used to add supplemental personnel or supplemental materials to

provide classroom instruction, specialized instruction and additional support to increase student achievement

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.

PD around curriculum being implemented and also Project based learning opportunities.

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

Retention of teachers and continuous PD/Learning Cycles that help improve teaching strategies and instructional delivery.

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 Economically Disadvantaged	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based off our data, our students that are Economically Disadvantaged are less than 41% proficient.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Students will achieve proficiency above 50% in all content areas
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will monitor based off of classroom walkthroughs, classroom and district data sets, common planning, and data chats.
Person responsible for monitoring outcome:	Kathleen Adkins (johnsonk5@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Provide all students standards based instruction through whole group and small group instruction
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**	By planning and implementing standards based instruction, students will be exposed to grade level material and also equivalent tasks that are expected of all students

Action Steps to Implement

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

Principal, Assistant Principals, and Interventionist will meet with teachers to unpack standards and plan lessons using the curriculum pieces, computer-based programs (Acaletics, Redbird, IReady) and small group materials through the classroom and before/after school tutoring. Title I funds will be used to add supplemental personnel or supplemental materials to provide classroom instruction, specialized instruction and additional support to increase student achievement

Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

Teachers implement lessons.

Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

Principal and Assistant Principals conduct classroom walkthroughs to look at instructional needs in both whole group/small group

Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

Review exit tickets and classroom walkthroughs with teachers. Adjustments are made to the lesson and/or instructional delivery. Then we repeat the process.

Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based off of 2022 school data, our students with disabilities are not making 41% proficiency or better

Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	All students with disabilities are expected to increase proficiency by 20%
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Principal and Assistant Principals will monitor small group instruction, inclusion classes, VE teacher lessons, and school/district data.
Person responsible for monitoring outcome:	Kathleen Adkins (johnsonk5@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Interventionists, VE teachers, and Paraprofessionals will pull students into small groups based off of data and needs to fill gaps. They will use various interventions as well as grade level text/tasks to increase proficiency.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	We decided to add an additional intervention as well as provide more grade level experiences because it was determined that students did not have as many opportunities to work with grade level. Title I funds will be used to add supplemental personnel or supplemental materials to provide classroom instruction, specialized instruction and additional support to increase student achievement

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.

Principal and Assistant Principals will meet with Teachers, Paraprofessionals, Reading Interventionist, and VE teachers to look at our students with disabilities. We will discuss strengths and areas of focus, as well as learning styles.

Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

Teachers, Paraprofessionals, Interventionists, and VE teachers will plan together- standards based instruction and small group instruction. They will look at interventions, accommodations, whole group standards, and small group standards. They will plan accordingly

Person Responsible	Kathleen Adkins (johnsonk5@duvalschools.org)

Small group lessons and intervention groups will be implemented.

Person Responsible   Kathleen Adkins (johnsonk5@duvalschools.org)

Principal and Assistant Principals will conduct walkthroughs and data chats to determine if intervention/ small group is working.

Person Responsible   Kathleen Adkins (johnsonk5@duvalschools.org)

Lessons and groups will be adjusted based off walkthroughs and data if needed. Then we will go back through the same process again.

Person Responsible   Kathleen Adkins (johnsonk5@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

Foundational Intervention Curriculum

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

Foundational Intervention Curriculum

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)

70% of students will be on grade level by the end of the year

Grades 3-5: Measureable Outcome(s)

50% of our students will be proficient in Reading

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 occur with classroom walkthroughs, small group instruction, foundational skills groups, critical thinking skills activities, and school-based/ district data sets.

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

Adkins, Kathleen , johnsonk5@duvalschools.org

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Implementation of Reading Core Curriculum, Foundational Skills Intervention Program, Small group instruction based off student needs, and strategically planned computer based 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?

The core and intervention programs selected will target the specific student needs and deficiencies that we see each year and based off of screeners done at the beginning of the year,

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
Provide PD in Foundational Intervention Program and Core	Adkins, Kathleen , johnsonk5@duvalschools.org
Admin works with all teachers, including Interventionist and VE teachers to unpack and plan lessons. We will also determine instructional strategies as well as appropriate intervention needed for each child	Adkins, Kathleen , johnsonk5@duvalschools.org
Implement lessons	Adkins, Kathleen , johnsonk5@duvalschools.org
Admin provide feedback through walkthroughs and look at data sets/exit tickets/ student work	Adkins, Kathleen , johnsonk5@duvalschools.org
Admin and teachers meet to analyze data and make adjustments that are needed	Adkins, Kathleen , johnsonk5@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 are implementing a House System from the Ron Clark Academy. Students will be sorted into a house where they will earn points based off character, academics, and challenges. These points go toward being the house leader and eventually the house champion. They are also used for DoJo points where they will be rewarded monthly based off the amount of points given. This system is designed to improve student ownership and binding two schools together. Select teachers will attend Ron Clark Academy to learn more about the House System and other instructional strategies. They will bring back that information and implement a train the trainer so that the program is sustainable over time and that we can go deeper with implementation and roll out.

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

Administration- roll out and culture builder of the school
Teachers/Staff- implements culture pieces with fidelity
Students- culture sustainers
Families- culture supporters
Community- culture investors