

Duval County Public Schools

Merrill Road Elementary School



2022-23 Schoolwide Improvement Plan

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Merrill Road Elementary School

8239 MERRILL RD, Jacksonville, FL 32277

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

Demographics

Principal: Natasha Clark

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 PK-2
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: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
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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Merrill Road Elementary School

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

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-2	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	80%

School Grades History

Year

Grade

School Board Approval

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SIP Authority

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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.

Merrill Road Elementary School faculty and staff will provide students with opportunities to learn and achieve success while holding them accountable for high, individual expectations; collaborating and utilizing data focused instructional practices to assist in developing the whole child.

Provide the school's vision statement.

Students will leave Merrill Road Elementary with the knowledge to succeed by achieving individual expectations for the development of the whole child.

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
Clark, Natasha	Principal	<p>All duties relating to student academic achievement, human resources and facility management.</p> <p>Provide a safe and secure environment that promotes academic and social success. Establish, foster, and sustain a healthy school culture by building relationships with staff, students, parents, and community stakeholders. Manage and coordinate facility upkeep and operations to ensure an environment conducive to the highest level of learning. Identify, hire and retain through meaningful professional development and ethical practices highly qualified experienced staff. Ensure overall school vision, functions, and operations are aligned with district policies, initiatives and programs along with compliance with state and federal statutes.</p> <p>Provide a common vision for the use of data-based decision-making, monitor student achievement and staff development.</p>
Beckham, Kristen	Assistant Principal	<p>Assist with providing a safe and secure environment that promotes academic and social success.</p> <p>Assist with managing and coordinating facility upkeep and operations to ensure an environment conducive to the highest level of learning. Assist with establishing, fostering, and sustaining a healthy relationship with the staff, students, parents, and community. Manage and progress monitor student social growth and development. Coordinate and facilitate testing operations and implementation.</p>
Higgins, Beth	Reading Coach	<p>Coordinate and facilitate ongoing professional development in ELA that aligns to student and teacher needs. Compose and distribute the expectations for the classroom environment. Support teachers with planning and delivering lessons that align with student needs. (modeling) Provide instructional support aligned to teacher and student needs. (coaching) Coordinate and facilitate school activities that encourage support student success in Reading.</p>
Rind, Lynne	Behavior Specialist	<p>Provide daily Behavioral Support within classrooms Serve as direct school liaison for all Behavioral Supports teachers/para-professionals with district support staff. Participate in relevant school-based Multidisciplinary Team (MTSS) Meetings, CPST meetings, and any other meetings relevant to students served in Behavioral Supports classrooms. Monitor, model and assist with the implementation of academic instruction and social skills curriculum. Assist in the development of appropriate IEP goals, objectives and data collection system.</p> <p>Provide crisis intervention counseling when students are in crisis. Assist teachers with creating and maintaining IEP, FBA/ PBIP, copies of point sheets, anecdotal logs, discipline referrals, parent contact log for each student.</p>

Demographic Information

Principal start date

Tuesday 7/19/2022, Natasha Clark

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.*

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.*

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

416

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

4

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

7

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	84	134	109	0	0	0	0	0	0	0	0	0	0	327
Attendance below 90 percent	0	51	39	0	0	0	0	0	0	0	0	0	0	90
One or more suspensions	0	12	4	0	0	0	0	0	0	0	0	0	0	16
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	15	39	0	0	0	0	0	0	0	0	0	0	54

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	15	34	0	0	0	0	0	0	0	0	0	0	49

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	3	0	0	0	0	0	0	0	0	0	0	3
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

Tuesday 7/19/2022

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	124	146	122	0	0	0	0	0	0	0	0	0	0	392
Attendance below 90 percent	6	6	3	0	0	0	0	0	0	0	0	0	0	15
One or more suspensions	11	0	0	0	0	0	0	0	0	0	0	0	0	11
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	1	13	8	0	0	0	0	0	0	0	0	0	0	22

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	124	146	122	0	0	0	0	0	0	0	0	0	0	392
Attendance below 90 percent	6	6	3	0	0	0	0	0	0	0	0	0	0	15
One or more suspensions	11	0	0	0	0	0	0	0	0	0	0	0	0	11
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	1	13	8	0	0	0	0	0	0	0	0	0	0	22

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		50%	56%					50%	57%
ELA Learning Gains								56%	58%
ELA Lowest 25th Percentile								50%	53%
Math Achievement		48%	50%					62%	63%
Math Learning Gains								63%	62%
Math Lowest 25th Percentile								52%	51%
Science Achievement		59%	59%					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%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State 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	21	44	33	36	57	38	30				
ELL	25	33		39	43						
BLK	31	50	45	31	48	42	31				
HSP	31	39		24	47		36				
MUL	58	58		42	75		45				
WHT	55	67		61	48		60				
FRL	32	46	45	31	49	46	36				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	17	26	18	25	15	21	21				
ELL	32			56							
BLK	33	41	23	28	15	14	18				
HSP	47			50	45		64				
MUL	38			42							
WHT	52	56		52	16		45				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
FRL	30	39	38	28	13	21	17				
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
ELL											

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	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
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	41
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	40
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	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	58
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	44
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?

Based on the I-ready Reading diagnostic students across grade levels and sub groups scored the lowest in the area of vocabulary. The average overall score was 44.16% on or above grade level.

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

Based on of school data, Phonics and Vocabulary demonstrates the greatest need for improvement.

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 were inconsistent implementation of differentiated small group instruction, standards-based instruction, and remediation. Based on their developmental levels at this stage, students are learning the foundations of reading, focusing mainly on phonemic awareness and phonics. Using researched based resources, we will dedicate more time to vocabulary instruction as part of the 90-minute reading block.

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

Based on the 2022 i-ready reading spring assessment, High Frequency words (56% up to 62.4%) and Reading Comprehension (Lit) (54% up to 60.9%) showed the most improvement.

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

In addition to using a daily direct instruction reading intervention, RMSE, we added a phonics block in each K-2 classroom, every day. Utilized a prescriptive instructional focus calendar based on grade level/ students needs. Select students were invited to attend after school tutoring club. Lastly we implemented a school wide reading initiative and set a school goal to read 25,500 books as a school by May 2022.

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

In order to accelerate learning at Merrill Road, we will:

Review Beginning of Year Data to identify gaps and next steps and create a school wide action plan. Monitor small group instruction/activities to ensure that it aligns to the student needs and promotes student growth based on identified gaps.

Ensure that all instruction and student tasks are aligned to grade level Benchmarks.

Implement multiple tiers of support for students as needed. (track and monitor student progress)

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

Teachers will take part in professional development on the new B.E.S.T. standards, as well as the Benchmark Advance language arts curriculum. In addition, teachers will meet their grade level every week for collegial collaboration in the areas of planning standards-based instruction and assessment.

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

Coaching cycles will be implemented with teachers as well collaborative planning will be provided. Select students will be able to receive after-school tutoring as well as small group support while utilizing supplemental research-based materials.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

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

Standards Based Instruction Implementation. (B.E.S.T) Being exposed to grade level Benchmarks gives students the opportunity to perform on grade level. Based on standards walk through's, we discovered that not all teachers were familiar with grade level standards and therefore, not all students were being exposed to grade level work.

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

100% of our current core content teachers will engage in successful standards-based instructional planning procedures and implementation.

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

This area of focus will be monitored using weekly classroom walk throughs. Administration will complete weekly focus walks using a district designed approve evaluating tool. Teachers will be given feedback from the visit and professional development and instructional support will be provided as needed. This support will focus on instructional delivery, standards alignment with planning, instruction and assessments.

Person responsible for monitoring outcome:

Natasha Clark (clarkn@duvalschools.org)

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

Provide immediate feedback, PD and support to teachers using data from the Standards Walk-Through Tool.

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

Students need be exposed to instruction and tasks that are aligned to grade appropriate (B.E.S.T) standards. We need to ensure students are getting standards-aligned instruction, so they are prepared to take standards based assessments, and show growth throughout the progression of standards.

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.

Provide professional development to members of the leadership team and teachers to ensure they understand the alignment between the SIP and the standards-based instructional plan. (B.E.S.T)

Person Responsible

Natasha Clark (clarkn@duvalschools.org)

Conduct instructional rounds to ensure a shared vision, and expectations of standards-based Instruction are established throughout the school. (Calibration)

Person Responsible

Natasha Clark (clarkn@duvalschools.org)

Review and analyze data from classroom walk through tool to determine Professional Development needs, instructional support, and next steps of collaborative planning.

Person Responsible

Natasha Clark (clarkn@duvalschools.org)

Ongoing differentiated support to ensure teachers have a clear understanding of standards- based instruction. Instructional coaches will support teachers with standards-based instruction and planning.

Person Responsible

Natasha Clark (clarkn@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.

Small group instruction will provide teachers an opportunity to reinforce or reteach specific skills and concepts using prescriptive criteria based on students' individual needs. . Based on standards walk through's, we discovered that not all teachers were consistently providing prescriptive remediation to improve student learning.

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

100% of our current core content teachers will implement small group instruction.

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

This area of focus will be monitored using weekly classroom walk throughs. Administration will complete weekly focus walks using a district designed approve evaluating tool. Teachers will create weekly small group lesson plans that will be reviewed by administration weekly.

Person responsible for monitoring outcome:

Natasha Clark (clarkn@duvalschools.org)

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

Small group instruction will provide teachers an opportunity to reinforce or reteach specific skills and concepts using prescriptive criteria based on students' individual needs.

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

Based on informal and formal observations teachers were not consistently providing the necessary remediation to improve student learning. Small group instruction will give teachers the opportunity to reinforce skills and concepts presented during whole group. check for student understanding, and monitor student progress. This will allow teachers an opportunity to provide individualized feedback at the point of instruction, that improves student learning. We need to ensure students are getting remediation at a pace that appropriate for natural progression to comprehension.

**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.

Ongoing differentiated support will be provided to ensure teachers have a clear understanding of how to implement small group instruction.

Person Responsible Natasha Clark (clarkn@duvalschools.org)

Administration will observe small group instruction to ensure that instruction is aligned to students' needs.

Person Responsible Natasha Clark (clarkn@duvalschools.org)

The Leadership team will collaboratively create a plan of action utilizing Title I funds to provide field experiences, purchase supplemental positions, professional development for teachers and staff, and academic resources, materials, and supplies the classroom.

Person Responsible Natasha Clark (clarkn@duvalschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on the 2022 school data, 49.2% of K-2 students scored below grade level on the Spring I-ready reading assessment. .

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

N/A

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)

The number of 1st grade students reading two or more grade levels below grade level will decrease by 20% on the Spring I-Ready Reading assessment by May 2023.

The number of 2nd Grade students reading two or more grade levels below grade level will decrease by 20% on the Spring I-Ready Reading assessment by May 2023.

Grades 3-5: Measureable Outcome(s)

N/A

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.

This area of focus will be monitored by quarterly assessments. Administration will complete data chats with teachers to discuss students' progress towards the desired school goals set forth. Teachers will be given feedback during the data chat and provided professional development and instructional support as needed.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Clark, Natasha, clarkn@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?

Teachers will implement small group instruction using Benchmark Advance and Level Literacy Intervention resources. Tutoring will be offered to select students based on student needs. Instructional practices will be aligned to B.E.S.T standards.

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 evidence-based practices/programs will address the identified needs of students receiving the additional support. The identified practices/programs are researched-based and proven to be effective when used consistently with identified students.

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Leadership will provide instructional support during common planning to ensure that the practices and programs align to B.E.S.T standards.	Clark, Natasha, clarkn@duvalschools.org
Quarterly assessments will be used to monitor students' progress towards mastering Benchmarks.	Clark, Natasha, clarkn@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.

MRE takes great pride in building a positive school culture and environment. We strive to build encouraging strong partnerships with parent groups, community agencies, and faith based entities. Frequent meetings are held to allow for opportunities to gain input, support and build a mutually benefiting relationship throughout the school year. We provide multiple opportunities for teacher teams to work collaboratively and build relationships. We developed a positive behavior support system that celebrates the academic and social success of students and staff. To increase family support, we host quarterly parent and family engagement activities.

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

Melissa Adams -SAC Chair/Community-Community engagement that supports continued school improvement.

Stephanie Moore - PTA President- Parent engagement and school support through fund-raising, community-building, and school activities that promote a positive school culture.

Impact Church - Faith-Based Partner - Provide services for staff, students and families of MRE as needed that align with promoting a positive school culture.

Administration - Create and sustain a positive school culture and learning environment by implementing multiple tiers of support and activities for staff, students and families.

School Staff - Provide a structured and safe learning environment where all students' voices are heard.