

Duval County Public Schools

# Windy Hill Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Windy Hill Elementary School

3831 FOREST BLVD, Jacksonville, FL 32246

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

## Demographics

**Principal: Lecreshia Harris**

Start Date for this Principal: 7/13/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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* White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2021-22: C (52%) 2018-19: C (53%) 2017-18: C (53%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](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.

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## Windy Hill Elementary School

3831 FOREST BLVD, Jacksonville, FL 32246

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

### 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	86%

### School Grades History

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

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### SIP Authority

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### 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 mission of Windy Hill is to grow leaders one child at a time.

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

The vision of Windy Hill Elementary School is to be a learning community where everyone is expected to have high goals, work hard, and achieve success.

### 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
Harris, Lecreshia	Principal	<ul style="list-style-type: none"> <li>* Instructional leader/teacher of the learning community</li> <li>* Facilitates sessions working with staff, students, and families to achieve the school's vision</li> <li>* Leads and monitors the implementation of standards-based education through weekly common planning sessions</li> <li>* Communicates the school's vision, mission, and priorities to the community</li> <li>* Sets annual learning gains, school improvement goals, and other targets to increase student achievement from grade of current grade of a "C" to a higher grade</li> <li>* Supervises all school improvement teams for compliance and effectiveness</li> <li>* Utilizes all data points as a component of planning for instructional and operational improvement</li> <li>* Provides differentiated professional development for all stakeholders based on needs to increase student achievement</li> <li>* Uses financial resources and capital goods and services to support school priorities</li> <li>* Develops and maintain good public relations between school and community</li> <li>* Organizes effective use of the services of both certificated and non-certificated personnel</li> <li>* Manifests a professional code of ethics and values</li> <li>* Develops a personal code of ethics embracing diversity, integrity, and the dignity of all people.</li> </ul>
Hiltbrand, Holli	Assistant Principal	<ul style="list-style-type: none"> <li>* Observes and evaluates the implementation of standards-based instruction</li> <li>* Collects data and analyzes all data points to make effective instructional decisions</li> <li>* Leads and participates in professional development sessions</li> <li>* Leads PBIS team with a focus on tracking and monitoring discipline referrals</li> <li>* Leads PBIS team through professional development efforts to develop interventions and strategies to help decrease referrals and improve overall behavior</li> <li>* Collaborates with the school-based MTSS team, in conjunction with the school psychologist, guidance counselor and school social worker to identify students who are "at risk" based on social history, academics attendance, and other Early Warning Indicators.</li> <li>* Develop a personal code of ethics embracing diversity, integrity, and the dignity of all people</li> </ul>
Oxendine, Christina	Other	<ul style="list-style-type: none"> <li>* Supports and models for teachers as they enhance their content knowledge in the area of Math and</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>pedagogy.</p> <ul style="list-style-type: none"> <li>* Assists teachers with developing instructional strategies that will help students use and continue to build their literacy skills through content learning.</li> <li>* Analyzes data in order to provide professional development and technical support for teachers and staff regarding data management and instruction.</li> <li>* Visits classrooms daily as assigned by the principal to track and monitor implementation of standards-based instruction.</li> <li>* Assists teachers with maximizing their CAST (evaluation) score in all domains</li> <li>* Reviews and updates the School Improvement Plan (SIP) quarterly as needed.</li> <li>* Plans and facilitates family learning nights</li> <li>* Assists the principal with other instructional duties that will increase student achievement.</li> </ul>
Bachelor, Malinda	Other	<ul style="list-style-type: none"> <li>* Supports and models for teachers as they enhance their content knowledge in the area of Reading and pedagogy.</li> <li>* Assists teachers with developing instructional strategies that will help students use and continue to build their literacy skills through content learning.</li> <li>* Analyzes data in order to provide professional development and technical support for teachers and staff regarding data management and instruction.</li> <li>* Visits classrooms daily as assigned by the principal to track and monitor implementation of standards-based instruction.</li> <li>* Assists teachers with maximizing their CAST (evaluation) score in all domains</li> <li>* Reviews and updates the School Improvement Plan (SIP) quarterly as needed.</li> <li>* Plans and facilitates family nights</li> <li>* Assists the principal with other instructional duties that will increase student achievement</li> </ul>

### Demographic Information

#### Principal start date

Tuesday 7/13/2021, Lecreshia Harris

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

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

33

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

474

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

5

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

4

### 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	70	86	73	77	64	69	0	0	0	0	0	0	0	439
Attendance below 90 percent	20	49	24	36	15	32	0	0	0	0	0	0	0	176
One or more suspensions	0	3	6	3	6	5	0	0	0	0	0	0	0	23
Course failure in ELA	0	0	1	0	1	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	29	25	0	0	0	0	0	0	0	62
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	27	13	0	0	0	0	0	0	0	46
Number of students with a substantial reading deficiency	2	31	37	51	0	0	0	0	0	0	0	0	0	121

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	28	22	48	26	15	0	0	0	0	0	0	0	141

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

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

Wednesday 8/31/2022

**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	73	76	68	74	75	88	0	0	0	0	0	0	0	454
Attendance below 90 percent	1	32	24	23	35	40	0	0	0	0	0	0	0	155
One or more suspensions	0	1	2	1	1	2	0	0	0	0	0	0	0	7
Course failure in ELA	1	3	0	0	3	1	0	0	0	0	0	0	0	8
Course failure in Math	1	5	0	0	3	0	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	1	13	41	48	37	70	0	0	0	0	0	0	0	210
Level 1 on 2019 statewide FSA Math assessment	1	17	39	54	39	48	0	0	0	0	0	0	0	198
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	21	39	50	39	57	0	0	0	0	0	0	0	207

**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	2	0	4	4	1	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	2	1	0	0	0	0	0	0	0	3

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	73	76	68	74	75	88	0	0	0	0	0	0	0	454
Attendance below 90 percent	1	32	24	23	35	40	0	0	0	0	0	0	0	155
One or more suspensions	0	1	2	1	1	2	0	0	0	0	0	0	0	7
Course failure in ELA	1	3	0	0	3	1	0	0	0	0	0	0	0	8
Course failure in Math	1	5	0	0	3	0	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	1	13	41	48	37	70	0	0	0	0	0	0	0	210
Level 1 on 2019 statewide FSA Math assessment	1	17	39	54	39	48	0	0	0	0	0	0	0	198
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	21	39	50	39	57	0	0	0	0	0	0	0	207

#### 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	2	0	4	4	1	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	2	1	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	31%	50%	56%				38%	50%	57%
ELA Learning Gains	59%						56%	56%	58%
ELA Lowest 25th Percentile	56%						56%	50%	53%
Math Achievement	48%	48%	50%				52%	62%	63%
Math Learning Gains	69%						63%	63%	62%
Math Lowest 25th Percentile	68%						57%	52%	51%
Science Achievement	33%	59%	59%				47%	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	34%	51%	-17%	58%	-24%
Cohort Comparison		0%				
04	2022					
	2019	40%	52%	-12%	58%	-18%
Cohort Comparison		-34%				
05	2022					
	2019	35%	50%	-15%	56%	-21%
Cohort Comparison		-40%				

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	40%	61%	-21%	62%	-22%
Cohort Comparison		0%				
04	2022					
	2019	53%	64%	-11%	64%	-11%
Cohort Comparison		-40%				
05	2022					
	2019	51%	57%	-6%	60%	-9%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	41%	49%	-8%	53%	-12%
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	9	62		21	71	79	27				
ELL	17	58	58	39	66	64	17				
BLK	31	60		41	77	93	28				
HSP	24	60	53	45	63	46	32				
MUL	40			50							
WHT	50	57		63	67						
FRL	33	59	57	49	74	74	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	53		22	47		13				
ELL	23	42	50	38	63	64	9				
BLK	34	38		39	55		22				
HSP	28	54	50	41	62	55	17				
MUL	33			42							
WHT	41	43		71	79		38				
FRL	33	49	64	47	60	58	22				
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	14	39	54	25	61	58	31				
ELL	30	51	48	43	61	55	29				
BLK	39	61	64	49	69	75	39				
HSP	33	49	47	50	62	59	42				
WHT	50	71		67	65		68				
FRL	40	58	61	52	65	60	47				

### 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	53
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	57
Total Points Earned for the Federal Index	421
Total Components for the Federal Index	8
Percent Tested	100%

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	47
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	55
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	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	45
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	
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	57
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	55
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 is a vital component of life. After analyzing the 2021-22 schoolwide data, less than 50% of our students are performing below grade level in grades 3-5. English language Arts declined from 33% to 31%. English Language Learners and Students With Disabilities continues to perform way below their peers.

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

According to the 2022 data, the component that shows the greatest need for improvement based on the state assessment and progress monitoring is ELA. The data reflects a decrease of 2 percentage points. ELA data has shown downward trends for the past two years.

#### 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 factors that contributed to the decline includes a lack of standards based planning at a higher level of rigor and teacher pedagogy. A primary teacher was moved to the grade level to help fill a vacancy. The teacher was not only new to the grade level, she was also not familiar with the curriculum and understanding how to align task and assessments to the standards. In an effort to show improvement, school leadership will offer push-in support and small group remediation to support all ELA teachers. Weekly common planning sessions will be held to develop standards based lesson plans and classroom walkthroughs to monitor instruction.

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

The data component on the state assessment that showed the most improvement was learning gains in ELA, there was growth from 49% to 59% and from 63% to 69% in Math. There was an improvement in Science proficiency increasing from 24% to 33%. The data that showed the greatest improvement based on progress monitoring data was learning gains in Math and a 2 percent increase from 46% to 48% proficiency.

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

The use of RMSE, Corrective Reading and Acaletics was a contributing factor to the increase in learning gains for reading and math. Lowest quartile and bubble students were identified and supported by the reading interventionist. Students received tutoring during the school day and support from Reading and Math instructional coaches.

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

Data will be utilized to develop remediation and enrichment for small groups being lead by teachers and interventionist. Administration and instructional interventionist will collaboratively provide standards based planning and small group push in sessions to support students and teachers, Administration will conduct frequent data chats with teachers, interventionist and students. A laser focus will be placed on targeted students to ensure that they are trending towards proficiency.

**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 and instructional interventionist will collaboratively lead weekly common planning sessions to support teachers in the development of standards based lessons. Professional development sessions, ie. common planning and PLC's will be offered school based and at the district level to enhance teachers and paraprofessionals knowledge and skills to improve student learning.

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

Coaching support will be provided from the instructional interventionist and administrators; Before/After School

Tutoring; teacher and Interventionists support working with struggling learners; weekly PLC time for instructional staff to include paraprofessionals.

**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.**

At Windy Hill Elementary school, we will implement benchmark-aligned instruction to increase proficiency and student achievement. In 2022 Reading Achievement was 31% proficiency for grades 3-5 on the FSA. Based on I-ready, reading achievement is 31% proficiency for grades K-2. Increasing reading achievement and focusing on closing the achievement gap will affect all subject areas and increase overall student achievement.

**Measurable****Outcome:**

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

If teachers track and monitor ELA data points to include STAR, Freckle, PM1, PM2, PMA3 and Achieve 3000, while also implementing differentiated interventions; there will be an increase in the overall Reading achievement increasing from 31% to 40%.

**Monitoring:**

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

Administration will conduct weekly walkthrough's, with region leadership to identify areas of focus centered around literacy. Continuously review of data, based on the benchmark walkthrough tools (BWT) results and assessment data.

**Person responsible for monitoring outcome:**

Lecreshia Harris (harris1@duvalschools.org)

**Evidence-based Strategy:**

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

Instructional reviews with Action Plans: collecting data from classrooms in real-time and providing immediate feedback to help school leaders develop the next steps with instructional staff.

Small group/differentiated instruction: Tiering students based on data to ensure that they have an opportunity to practice skills at their ability level; while also making sure students continue to be exposed to grade level benchmarks during core instruction.

**Rationale for Evidence-based Strategy:**

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

Consistently monitoring instructional delivery and standards-based alignment with continuous feedback will provide teachers an opportunity to adjust their instruction to embed strategies that will lead to the overall improvement of students' academic performance. Teachers will actively participate in intentional professional development focusing on small group and differentiated instruction. Leadership will guide, support, and monitor the implementation of these strategies to ensure they are used with fidelity. This will lead to a significant increase in ELA 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.

Data reflects a need for targeted instruction in a small group, differentiated format. Teachers will actively engage in professional development centered around these concepts. Leadership will conduct observations and walkthroughs to monitor instruction to determine if teachers are implementing it with fidelity. Immediate feedback and support will be provided to teachers.

Teachers will engage in data-driven lesson planning to determine mastery of benchmarks and review data

from informal and formal assessments to inform their small group instruction. According to data, groups will be formed to ensure that tiered support is provided based on ability levels.

**Person Responsible** Lecreshia Harris (harris1@duvalschools.org)

The Title I grant project and funds will be leveraged for supplemental programming and will be used to implement salaried and non-salaried activities. The activities and strategies include purchasing Acaletics, purchasing student laptops to provide students with more opportunities for blended learning, storeroom order purchases to assist with instructional needs, tutoring, parent liaison to ensure ongoing parent and family engagement, librarian to... and substitute teacher provide instruction when teachers are absent.

**Person Responsible** [no one identified]

## #2. Positive Culture and Environment specifically relating to Positive Behavioral Interventions and Supports

### Area of Focus Description and

#### Rationale:

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

After analyzing schoolwide discipline data and The 5 Essentials survey for the 2022 school year, there was an increase in the number of discipline referrals relating to Class III offenses and based on the 5 Essentials survey students indicated that they did not feel safe on campus.

#### Measurable Outcome:

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

If discipline data is tracked and monitored consistently during the 2022-23 school year there will be a 10% decrease in the number of discipline referrals at the end of the school year. And the 5 Essentials rating under School Environment will move from "Weak" to "Strong". This will help improve the culture and climate for students and teachers.

#### Monitoring:

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

Schoolwide discipline assemblies will be held with students at the beginning of the school year and after each holiday to revisit safety and school expectations.  
Student safety surveys will be given conducted quarterly.

#### Person responsible for monitoring outcome:

Holli Hiltbrand (hiltbrandh@duvalschools.org)

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

Windy Hill Elementary will implement a Positive Behavior Intervention Support Plan (PBIS) with fidelity to support the area of focus. Calm Classroom will be utilized to help students develop a sense of self awareness and self management.

#### Rationale for Evidence-based Strategy:

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

Implementing PBIS will lead to positive social and emotional relationships with all stakeholders, therefore students and staff will have a sense of feeling safe on our campus. Implementing PBIS will help students succeed socially, emotionally and academically.

### 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 monthly leadership socials to recognize students who have no discipline referrals and a 95% attendance rate.

Provide professional development sessions to train all instructional staff to facilitate Calm Classroom lessons

Discuss discipline data during monthly faculty meetings to identify students with multiple referrals, and implement support systems ie. MTSS or RTI for behavior.

#### Person Responsible

Holli Hiltbrand (hiltbrandh@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

At Windy Hill Elementary school, we will implement small group and differentiated instruction. Doing so will address the needs of students performing below grade level. The percentage of students in kindergarten through grade 2, based on 2022 end-of-year screening and progress monitoring data, who are performing below grade level in English Language Arts is as follows: K-69%, 1st- 66%, and 2nd grade 73%

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

At Windy Hill Elementary school, we will implement small group and differentiated instruction. Doing so will address the needs of students performing below grade level. The percentage of students in 3rd-5th grade, performing below Level 3 on the 2022 statewide standardized English language Arts assessment are as follows: 3rd-75%, 4th- 64%, and 5th-grade 67 %.

### 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)

If teachers are provided professional development in implementing small group instruction then there will be an increase in reading proficiency for all students. Increase the percentage of K-2 students scoring "At Grade Level" or above by 3-4 percentage points. Decrease the number of "Below Grade Level" students by 3-4 percentage points.

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

Increase the percentage of 3 -5 grade students scoring Level 3 on the 2023 statewide, standardized English Language Arts assessment by 3-4 percentage points. Decrease the number of "Below Grade Level" students by 3-4 percentage points.

### 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.

Windy Hill Elementary School leadership team and district content specialist will track and monitor ELA assessment data to include Waterford, I-ready, STAR and state assessment. Administrators will conduct data chats with teachers and students to review proficiency. School leadership and teachers will be tracking Achieve 3000, STAR, PM and High Frequency words to evaluate impact at the end of the school year.

### Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Harris, Lecreshia, harris11@duvalschools.org

### Evidence-based Practices/Programs:

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

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

Data-Driven Lesson Planning: Understanding where students are with mastery of benchmarks, using data from informal and formal assessments, planning clear objectives, implementation, and checking for understanding

when lesson planning. <https://www.ascd.org/el/articles/howtoplan-effective-lessons>

Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered. Small group instruction will allow teachers to meet students at their level to support their needs.

<https://www.ascd.org/el/articles/turn-small-reading-groups-intobigwins>

Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity. Checking effectiveness from student data.

Instructional Reviews with Action Plans: Collecting data from classrooms in real-time and providing

immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.

### **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?

Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class. <https://www.ascd.org/el/articles/how-student-progressmonitoringimproves-instruction>

Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next steps. It may be used by the school alone or with the assistance of the support lead.

<https://institutionalresearch.syr.edu/what-we-do/student-ratings/creatingan-action-plan/action-plan-teachingstrategies/>

Action Steps to Implement

Ensure teachers

### **Action Steps to Implement:**

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Professional Development during early release (monthly) and common planning (weekly) will be essential for leadership to support teachers based on observational data and teacher feedback.</p> <p>Ensure that teachers are aware of the Instructional Reviews with Action Plans.</p> <p>Professional development topics will be derived based on data and teacher need.</p> <p>During common planning sessions school leadership will discuss specific data pertaining to ELA to ensure that we are monitoring progress.</p>	<p>Harris, Lecreshia, harris11@duvalschools.org</p>
<p>Support and model for teachers as they enhance their content knowledge in the area of Reading and pedagogy. Assist teachers with developing instructional strategies that will help students use and continue to build their literacy skills through content learning.</p> <p>Visit classrooms daily to track and monitor implementation of standards based instruction.</p> <p>Provide immediate feedback on observations and walkthroughs conducted by school leadership, district specialist and region leadership.</p>	<p>Harris, Lecreshia, harris11@duvalschools.org</p>

### Positive Culture & Environment

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

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

Windy Hill Elementary will engage ALL stakeholders in school-related activities and events by utilizing social media outlets, Class Dojo, and a monthly school calendar to keep all stakeholders informed. We will host parent events in an effort to get parents on campus to disseminate information to support learning i.e. FAST Academic Night to highlight Science, Math, and Literacy. In an effort to meet the needs of our ESOL population, information will be translated into different languages and translators will be available at school events to translate for Non-English speakers. Our goal is to strengthen our connection between school, home, and community.

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

Parent Teacher Student Association (PTSA)  
School Advisory Council (SAC)  
Faith Based Partners