Englewood Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Englewood Elementary School

4359 SPRING PARK RD, Jacksonville, FL 32207

http://www.duvalschools.org/englewood

Demographics

Principal: Hope Teper

Start Date for this Principal: 8/16/2022

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)	94%
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* Asian Students Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: D (40%) 2018-19: C (51%) 2017-18: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* 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

Englewood Elementary School

4359 SPRING PARK RD, Jacksonville, FL 32207

http://www.duvalschools.org/englewood

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	94%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

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

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.

Our Mission Statement:
Englewood Elementary provides students with the proper tools, skills, and experiences that support academic achievement and create opportunities for participation in a global community.

Provide the school's vision statement.

Our Vision Statement:
Our students will be prepared academically, socially, and emotionally for the expectations of middle school and be productive participants in their communities and beyond.

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
Domingo, Angela	Assistant Principal	The role of the assistant principal is to support the principal in implementing high-quality standards-based instruction through collaboration, planning, progress monitoring, and professional development. The assistant principal will provide support by facilitating common planning sessions and modeling effective best classroom instructional delivery practices. Additionally, the assistant principal will provide discipline support, implement positive behavior supports and analyze school data. The assistant principal will plan, monitor and maintain the school's Parent and Family Engagement Plan. She will ensure the PFEP funds are allocated for parent sessions that will support their understanding of academic programs that support the learning of his/her student. In addition, the assistant principal will complete weekly walks/informal observations and give timely feedback to teachers. She will evaluate faculty and staff members throughout the year providing timely and direct feedback that will support student understanding of the new benchmarks. The feedback she provides will be specific and meaningful. She will conduct data chats with parents, faculty, and students.
Reshard, Charanda	School Counselor	The role of the school counselor is to provide a caring and welcoming environment that promotes positive behavior, social and emotional strategies, and interventions as well as support student academic learning, and provide resources for students and families. The school counselor will assist teachers with the response to the intervention by providing teachers with professional development opportunities to increase their knowledge of effective interventions and available resources. In addition, the school counselor will oversee the MTSS meetings acting as the LEA, review and monitor student cumulative records to include Red folders and IEPs. The school counselor will lead attendance intervention team meetings and collaborate with district support staff as needed.
Goodman, Melissa	Math Coach	The role of the Math Coach is to promote common planning through collaboration with teachers. She will ensure standards-based instruction is planned by consistently meeting with and supporting teachers. The math coach will provide professional development opportunities for teachers based on the needs of the grade level and/or the school. She will use various data points and results to determine the next steps to help increase teacher capacity in the area of mathematics. The math coach will help plan aligned tasks and assessments that will give students academic learning experiences that align to mathematics grade-level specific standards. The math coach will promote a positive learning environment by leading the school's math committee. Math family nights will be planned by the math coach and the coach will ensure activities are designed to support parents. In addition, she will review Acaletics

Name	Position Title	Job Duties and Responsibilities
		data and monthly math celebrations will be planned and implemented to celebrate student learning and love for math.
Teper, Hope	Principal	The Principal will serve as the instructional leader of the school. The role of the principal consists of the principal collaborating with district leadership and the school-based leadership team to plan, develop and implement high quality standards-based instruction and research-based effective instructional practices which will support increased student achievement. The principal will also maintain an environment that is safe, supportive, and inviting for all stakeholders. Ms.Teper will implement a positive learning environment through positive intervention supports and the use of preventive strategies. The social, emotional, and educational needs of all students will be supported by Ms. Teper. Ms. Teper is involved in the professional development of the staff and faculty. The principal will facilitate the professional development of the faculty and staff. Assessment data will be used to target the professional development needs of the instructional staff. Also, Ms. Teper will ensure the instructional strategies align with the needs of the students based on various data points. The principal will serve as a liaison between the school, staff, and community. Ms. Teper will develop and encourage positive community relationships with all stakeholders. Ms. Teper will engage with both business and faith-based partners. The principal will focus on maintaining and strengthening the School Advisory Council. Ms. Teper will communicate with parents regarding school-based programs, data, parental involvement activities, and student/school success, and areas of needed improvement. She will continue to communicate the school performance and engage in dialogue to determine the causes for low performance and lead the implementation of appropriate strategies for school improvement.

Demographic Information

Principal start date
Tuesday 8/16/2022, Hope Teper

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.*
3

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.*

7

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

415

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.

5

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	67	65	62	88	63	76	0	0	0	0	0	0	0	421
Attendance below 90 percent	1	28	20	34	24	28	0	0	0	0	0	0	0	135
One or more suspensions	0	0	0	2	1	3	0	0	0	0	0	0	0	6
Course failure in ELA	1	0	1	0	1	0	0	0	0	0	0	0	0	3
Course failure in Math	1	0	0	0	1	2	0	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	20	32	0	0	0	0	0	0	0	54
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	23	19	0	0	0	0	0	0	0	44
Number of students with a substantial reading deficiency	1	13	41	51	0	0	0	0	0	0	0	0	0	106

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	1	13	37	48	17	21	0	0	0	0	0	0	0	137

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	1	0	1	2	1	1	0	0	0	0	0	0	0	6
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

Wednesday 7/27/2022

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	69	82	66	88	94	67	0	0	0	0	0	0	0	466
Attendance below 90 percent	45	27	39	38	47	40	0	0	0	0	0	0	0	236
One or more suspensions	0	0	1	0	0	2	0	0	0	0	0	0	0	3
Course failure in ELA	0	1	1	1	1	0	0	0	0	0	0	0	0	4
Course failure in Math	0	1	2	0	6	2	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	13	30	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	20	0	0	0	0	0	0	0	29
Number of students with a substantial reading deficiency	0	0	0	42	52	33	0	0	0	0	0	0	0	127

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	1	4	0	0	0	0	0	0	0	5
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	69	82	66	88	94	67	0	0	0	0	0	0	0	466
Attendance below 90 percent	45	27	39	38	47	40	0	0	0	0	0	0	0	236
One or more suspensions	0	0	1	0	0	2	0	0	0	0	0	0	0	3
Course failure in ELA	0	1	1	1	1	0	0	0	0	0	0	0	0	4
Course failure in Math	0	1	2	0	6	2	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	13	30	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	20	0	0	0	0	0	0	0	29
Number of students with a substantial reading deficiency	0	0	0	42	52	33	0	0	0	0	0	0	0	127

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	1	4	0	0	0	0	0	0	0	5
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	26%	50%	56%				39%	50%	57%
ELA Learning Gains	36%						52%	56%	58%
ELA Lowest 25th Percentile	34%						56%	50%	53%
Math Achievement	47%	48%	50%				61%	62%	63%
Math Learning Gains	61%						59%	63%	62%
Math Lowest 25th Percentile	48%						46%	52%	51%
Science Achievement	28%	59%	59%				41%	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	32%	51%	-19%	58%	-26%
Cohort Comparison		0%				
04	2022					
	2019	35%	52%	-17%	58%	-23%
Cohort Comparison		-32%				
05	2022					
	2019	32%	50%	-18%	56%	-24%
Cohort Comparison		-35%				

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	53%	61%	-8%	62%	-9%
Cohort Comparison		0%				
04	2022					
	2019	61%	64%	-3%	64%	-3%
Cohort Comparison		-53%				
05	2022					
	2019	44%	57%	-13%	60%	-16%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	31%	49%	-18%	53%	-22%
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	17	31	15	29	58	58	16				
ELL	13	30	31	38	56	47	13				
ASN	38	33		65	68		38				
BLK	26	39		47	71		29				
HSP	13	29	28	35	50	43	18				
WHT	53	67		67	86		46				
FRL	29	41	40	48	65	58	33				

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	6	59		26	65		12				
ELL	19	49	43	41	78	71	34				
ASN	62			69							
BLK	25	30		30	30		33				
HSP	14	46	45	39	79	77	17				
WHT	42			58							
FRL	30	51		43	61		33				

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	17	41	57	31	52	47	17				
ELL	27	42	42	55	65	48	36				
ASN	43	35		90	89		50				
BLK	38	60		50	41		25				
HSP	28	48	45	53	61	48	50				
MUL	60			90							
WHT	54	56		67	58		36				
FRL	36	54	67	59	61	50	40				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	42
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	54
Total Points Earned for the Federal Index	334
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	47
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
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	34
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	
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	64
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	46
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?

We continue to show a decline in proficiency levels across all subjects and most subgroups. The only increase was in our Asian subcategory. Students with disabilities and ELL subgroups are not demonstrating growth throughout the school year. We have the lowest proficiency in ELA (26) and Science (28); however Math is only at 47%.

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

Overall, ELA demonstrates our greatest need for improvement as we dropped to 26% proficiency (28% previously). We went from 48% to 36% in ELA Gains and 47% to 34% in our LPQ group. Although our Math proficiency improved, we dropped dramatically in our LPQ subgroup (73% to 48%).

SWD and ELL subgroups are not showing adequate progress based on all data points. A contributing factor to
this trend was releasing students and allowing them to work on grade level tasks and complete assessments
that are on grade level.

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

Due to many factors including the learning gap experienced by all of our students, it is evident that those students who had the least amount of support during the time where the school was not in person, are the ones most severely impacted. This is especially true for our growing ELL and SWD

population. Our action steps to remediate this growing disparity are to continue to closely monitor Grade Level instruction access for all students, monitor student release to allow students to engage in productive struggle and ensure we analyze data to provide effective remediation.

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

Math achievement is the only area in which we increased this year scoring 47%. We earned 43% in the previous year.

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

Consistent weekly planning session with our Math Coach as well as strategic planning focusing on appropriate Mathematical practices and appropriate pacing. During weekly sessions the teachers, Math Coach and AP would work together to ensure task alignment. Nonessential items were removed and opportunities for productive struggle were considered. Teachers were observed releasing and allowing students to engage in productive struggle. In addition, pacing was a focus and the teachers did a great job of maximizing instructional time this year.

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

Continue with weekly strategic common planning and target standards-based instruction with grade level exposure. Use assessment data to determine areas students need remediation and utilize this data to provide targeted support through differentiated standards based centers. In addition, we will continue to work on increasing student active engagement and collaborative strategies.

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.

Our Master Scheduling is being modified in order to increase instructional times and minimize the loss of learning times due to transitions. We will continue to work with teachers on the understanding of grade-level standards with the goal to support each teacher on delivering GL instruction to all students, in addition to focused and prescriptive remediation. In addition, weekly planning session with administration and the Math Coach will be used to support teachers with utilizing the new curriculum. In addition, we have planned a 90 min. common planning sessions for 3rd ELA, 4th ELA and 5th Science teachers. Since our 5th Science teachers also teach Math, we have ensured they will be able to receive an additional 45 mpw of Math common planning sessions.

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

Professional Development is being planned at multiple levels for the upcoming school year.
Our areas of focus are understanding language acquisition, and content focus with new curriculum in 3rd-5th ELA and K-5 math. For Language acquisition, we will continue to incorporate and discuss ELD supports in planning sessions as well as focusing on active student engagement with collaborative strategies.

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.	Reading is essential to all aspects of life and all subjects depend on the students ability to read. Based on our data, less than 30% of our students are reading on level and our scores continue to show a decline in proficiency. Students need intensive supports and support in developing English Language Proficiency to access to Grade Level content. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	*Increase ELA proficiency to 36% (currently 26%) *Increasing ELA proficiency in the ELL subgroup to 25% (currently 19%) *Increase ELA proficiency in the SWD subgroup to 20% (currently 6%) .
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Our Instructional Leadership Team (ILT) and district content specialist will continue to monitor ELA from all district assessments as well as participate in frequent classroom walks. This area will be monitored by the Standards Walk-Through Tool and CAST observations used by administrators. Plans for teachers to observe other grade level teachers in their use of whole group, small group, and one-on-one instructional practices that are aligned to the standard(s) being taught. Our school leadership team, district content specialist support, and will review ELA data from district assessments.
Person responsible for monitoring outcome:	Hope Teper (smithh1@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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. 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 Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

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. Data driven collaborative planning sessions on a weekly basis will ensure all students have access to appropriate standards based instruction. Small group/differentiated instruction based on data will ensure appropriate tier 2 supports are given. Small group instruction will allow teacher to tailor instruction to meet the needs of our diverse population.

Action Steps to Implement

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

1. Enhance teacher knowledge to effectively identify remediation or enrichment through analysis of assessments.
2. Use data to identify the target students that the paraprofessionals will work with.
3. Monitor schedules and complete walks to monitor instruction.
4. Weekly common planning sessions
5. A group of teacher leaders and admin will visit select elementary schools with similar ESOL populations in Broward/Miami-Dade counties to observe best practices that can be implemented at EES.
6. Roving Substitute internal PD to visit the model classroom(s) and debrief on best practices observed
7. Reading Interventionist - Will be used to work with Gr 3-5. Specifically, the Lowest Performing Quartile students in each grade level
8. Supplemental resources: K-2 Just Right Readers (11 Class Sets), Fountas & Pinnell Grade Level Phonics, Spelling & Word Study Systems, Poster maker/paper for tier 1 supports and part time media specialist.

Person Responsible   Hope Teper (smithh1@duvalschools.org)

During Common Planning and individual teacher data chats, specific data pertaining to ELA reading and student success will be discussed and analyzed to ensure we are monitoring progress.

Person Responsible   Angela Domingo (sdomingo@jacksonvilleclassical.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Although Math proficiency has shown a slight increase in the state assessment, we still have less than 50% students proficient in Math and we continue to decline in the gains and LPQ subcategories.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	*Increase Math proficiency to 50%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	1. Weekly planning sessions will focus on building math concepts through hands-on teaching, visual thinking, and problem solving skills while remaining focused on the new benchmarks. Weekly walkthroughs will monitor if teachers are implementing the plans with fidelity. 2. Assessment data will be monitored and small group/centers will be a focus. The use of concrete manipulatives, effective strategies, and real-world problems will be closely monitored. Frequent walkthroughs with immediate feedback and coaching cycles will be utilized. In addition, we will monitor the blended learning platforms for fidelity and data usage.
Person responsible for monitoring outcome:	Melissa Goodman (goodmanm2@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Planning and implementing standards based instruction while providing data driven tier 2 supports for remediation will help students become more proficient in Math.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Bridge the gap for students who are currently performing more than 1 year below grade level.

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

1. Enhance teacher knowledge to utilize assessments to identify students who need remediation.
2. Facilitate weekly common planning sessions
3. Monitor schedules for pacing and use walks to monitor implementation of plans
4. Math Interventionists
5. 10 cases of paper to print aligned assessments, ELD visual student supports for classrooms, and ELL glossaries/dictionaries

6.ELA and Math Student Hands On Manipulatives and Resources to use with students during differentiated small group pull out by the teacher and interventionists

7. Hand2Mind Math Mini Lessons (K-5) & Math Small Group Kits (K-5), Poster Maker/Paper for Anchor Charts

Person Responsible   Melissa Goodman (goodmanm2@duvalschools.org)

#3. Positive Culture and Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 5Essentials data, the Involved Parents category was very weak. Parental Involvement was an area in which the data indicates there is a need for improvement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase Parental Involvement from 29% to 35% on the 5Essentials data. If we provide teachers/staff with more strategies that include how to communicate effectively with parents and responsive methods then parents may become more involved in the school community.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Implement effective strategies for communicating. Provide professional development quarterly with faculty and staff regarding communicating with parents through PBIS.
Person responsible for monitoring outcome:	Angela Domingo (sdomingo@jacksonvilleclassical.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Identify 3 strategies to increase home school communication. (Smore, Dojo, PBIS) 2. Provide professional development to teachers/staff. 3. Provide at least 3 parent surveys. (Annual Title 1 Survey, January Survey, Developmental Meeting) 4. Analyze data (survey results, Title 1 attendance rates, PBIS membership, etc.) and determine if strategies are effective. 5. High interest student books for book vending machine
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Increasing home school communication is an effective practice to increasing student success.

Action Steps to Implement

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

1. PBIS Team will have at least 1 member of the PBIS team available at all events to help parents access tools such as Focus, Pikmykid and Dojo.
2. Utilize Dojo as a school wide communication tool. Have teachers post to their class story at least weekly.
3. Utilize Smore digital newsletter each month to ensure parents are aware of school events.
4. Designate an ESOL Spanish speaking para with specific office hours to assist parents. Share these office hours with our parents.
5. PBIS parent membership.
6. Hold 9 Title 1 Parent Information nights
7. Teachers will hold parent Conferences where the Title 1 parent Compact is discussed and signed.
8. PBIS team will raffle off incentives for attending parent nights.
9. Ink for Title 1 printer to print parent resources, flyer for events, etc.
10. Pikmykid subscription to increase student safety and

Person Responsible	Angela Domingo (sdomingo@jacksonvilleclassical.org)

#4. 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.	The Spring 2022 FSA data demonstrated a need for benchamrk-aligned instruction with a decline in 6 out of 7 areas. In addition, the 2022-2023 school year is facing many new changes, such as 3rd-5th will be utilizing new Benchmarks (standards) as well as new ELA curriculum in 3rd-5th and new Math curriculum in K-5. With these new Benchmarks and Curriculum, we will be focusing on Benchmark alignment and instructional practices. Going into the 2022-23 school year, a main area of focus will be to continue to ensure teacher instruction and student learning are aligned to the benchmark. Having this focus will help us in reaching our Reading, Math and Science goals that we establish for this year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If the instruction and assessment is fully aligned to the benchmark and well-planned with an emphasis on the learning strategy then students will be able to demonstrate mastery on the aligned assessment using the strategies learned during the instructional delivery. As a result we should improve proficiency in ELA, Math and Science. Administration will be utilizing the Benchmark Walk-Through Tool to monitor teacher instruction that is aligned to the standards. Data will be collected and analyzed based on the identified areas of the tool and then shared with teachers during PLC's that will serve to further the collaborative conversation around instructional practices that are aligned to the benchmark.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The ILT will monitor the desired outcome by participating in the common planning sessions on a weekly basis. In addition, the ILT team will meet as a group to review and analyze data including individual student data and walkthrough (teacher) data. The team will also provide next steps and focus points for the next week's planning sessions. This area will be monitored by the Benchmark Walk-Through Tool and CAST observations used by administrators. Plans for teachers to observe other grade level teachers in their use of whole group, small group, and one-on-one instructional practices that are aligned to the benchmark(s) being taught.
Person responsible for monitoring outcome:	Hope Teper (smithh1@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The Benchmark Walkthrough Tool that DCPS uses will be used to guide the work towards the school designing and implementing benchmark-based instruction and assessments. Students are assessed using district and state-level assessments. This tool will support the school in aligning instruction and assessments, designing instructional delivery strategies, reflecting, observing, and discovering the next steps to determine if the alignment is consistent. During our PLC's, common planning, and early dismissal PD's we want to look at the following instructional practices and how teachers are utilizing them during instruction daily and discuss best practices that work for all of our students. Identifying standards covered and assessed throughout the year in our professional learning communities and

making

adjustments in our instructional practices. Teachers planning lessons and activities that are

based on the benchmarks.

Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy.** **Describe the resources/criteria used for selecting this strategy.**	We want to be intentional on how students are engaging with the benchmarks and instructional materials that are on grade level, so with that we need to make sure that our instructional practices are aligned with the appropriate grade level standards that our students are expected to learn. Due to the drop in grade level proficiency in reading and math across the district, we want to be intentional on how we monitor benchmark based instruction and fill in the learning gaps for our students who continue to struggle in reading, science and math on grade level.

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

1. Conduct continuous professional development on new standards based on walkthrough data/observations. 2. Weekly common planning sessions
3. Support teachers in implementing new curriculum/content learned from PD
4. Conduct at least 2 classroom visits weekly with a member of the ILT and calibrate
5.. QWERTY Town (Second Nature Learning, LLC) License - A web-based keyboarding app that teaches typing and online communication skills. (3rd-5th)
6. Generation Genius License and Science Boards - Online Standards based, vocabulary driven supplemental Science resources (K-5)
7. Reflex math (increase Math fluency)
8. Title 1 funds will be used to pay 1/2 salary for our media specialist who is part time.
9. Scholastic readers will be purchased to utilize in small groups and then sent home to increase home learning.

Person Responsible	Hope Teper (smithh1@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

1. Standards Based Instruction with data driven small groups to remediate/challenge
2. Incoporate ELD strategies to support SWD and ELL students
3. Explicit and systematic phonics program for K-2

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

1. Standards Based Instruction with data driven small groups to remediate/challenge
2. Incoporate ELD strategies to support SWD and ELL students
3. Additional support through paras, an interventionist, and/or district specialists

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)

At least 65% students in Kindergarten through second grade will meet the State/District expectation for the FAST Reading.

Grades 3-5: Measureable Outcome(s)

*Increase ELA proficiency to 36% (currently 26%)
*Increasing ELA proficiency in the ELL subgroup to 25% (currently 19%)
*Increase ELA proficiency in the SWD subgroup to 20% (currently 6%)

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Our Instructional Leadership Team (ILT) and district content specialist will continue to monitor ELA from all district assessments as well as participate in frequent classroom walks. This area will be monitored by the Standards Walk-Through Tool and CAST observations
used by administrators. Plans for teachers to observe other grade level teachers in their
use of whole group, small group, and one-on-one instructional practices that are aligned to
the standard(s) being taught.
Our school leadership team, district content specialist support, and will review ELA data from district assessments.

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

Teper, Hope, smithh1@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. §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?

1. 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.
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.
2. Classroom Visual Timers to keep teachers and students on pace with instructional activities
3. Logitech Wireless Keyboard and Mouse Combo which allows for teacher mobility through the classroom to instruct students while using multimedia resources & bluetooth speaker

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

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

Data Driven Lesson Planning: Understanding where students are with mastery of benchmarks, using data from

informal and formal assessments, planning clear objectives, implementation, and checking for understanding

when lesson planning. Data driven collaborative planning sessions on a weekly basis will ensure all students have access to appropriate standards based instruction.

Small group/differentiated instruction based on data will ensure appropriate tier 2 supports are given. Small group instruction will allow teacher to tailor instruction to meet the needs of our diverse population.

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
1. Enhance teacher knowledge to effectively identify areas in which students need remediation or enrichment through analysis of formal and informal assessments. 2. Use data to identify the target group of students that the paraprofessionals will work with. 3. Monitor schedules to ensure small groups are occurring daily and complete walks to monitor instruction. 4. Conduct weekly common planning sessions focused on planning and data review, keeping grade level benchmarks and student release as the focus. Ensure teachers are equipped and comfortable with all four strategies listed above. Professional Development during Early Release Days and Common Planning will be essential for Leadership to support teachers. Based on observational data and teacher feedback, PD topics will be set before each Early Release and Common Planning.	Teper, Hope, smithh1@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.

At Englewood Elementary school we strive to build a positive school culture and environment. Teachers and staff build strong classroom community and school wide culture through the use of systems/programs such as the following: PBIS, Dojo, Calm Classroom, Sanford Harmony, SEL small groups and Guidance small groups. In addition, we build positive school environment by celebrating students through daily Dojo points, bi-weekly PBIS store, quarterly PBIS parties, Student of the Month parties, Green Parties and Reading Celebrations. In addition, we celebrate staff through our staff PBIS store, monthly celebrations and our Sunshine committee events. In addition to celebrating students and staff, the PBIS team meets on a monthly basis to discuss school wide discipline. Data trends are reviewed, procedures are analyzed and interventions/changes are made. In addition, the staff will participate.

This year the faculty/staff will also participate in Professional Development. The Poverty Stimulation is a reality for many individuals.. But unless you've experienced poverty, it's difficult to truly understand. The Community Action Poverty Simulation (CAPS) bridges that gap from misconception to understanding. CAPS is an interactive immersion experience. It sensitizes community participants to the realities of poverty. In addition, the staff will patriciate in a book study. Culturally Responsive Teaching and The Brain by Zaretta Hammond is the book we will utilize. The achievement gap remains a stubborn problem for educators of culturally and linguistically diverse students. With the introduction of the rigorous standards, diverse classrooms need a proven framework for optimizing student engagement and facilitating deeper learning. Culturally responsive pedagogy has shown great promise in meeting this need, but many educators still struggle with its implementation. In this book, Zaretta Hammond draws on cutting-edge neuroscience research to offer an innovative approach for designing and implementing brain-compatible culturally responsive instruction.

To promote a positive culture students will be provided with learning opportunities outside the school, inlcuding educational experiences at Jacksonville Zoo (K-5), Theatre Works (K-2), i-Max (4-5), Cummer Museum (3-5), Tree Hill (3rd), Marine Science Center (5th), Symphony (2nd-5th), Jacksonivlle Jaguars game (4-5).

The school will build a relationship with community partners by painting murals throughout the school. Community members will be invited to design and paint the murals with our students and families.

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

Englewood Elementary has a variety of stakeholders. Our community stakeholders include parents, faith-based partners, local school board members, etc. Through parent feedback we develop events that help our parents understand and facilitate learning at home. We offer resources and events to help them with academic and behavioral concerns. Staff members participate in these events to work closely with families and increase the home-school trust relationship. Additionally we reach our families through frequent communication and have included Spanish ESOL para support hours to ensure we include our parents who do not speak English. SAC and PTA meetings are another way we receive input from all stakeholders.