

Duval County Public Schools

# Hogan Spring Glen Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Hogan Spring Glen Elementary School

6736 BEACH BLVD, Jacksonville, FL 32216

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

## Demographics

**Principal: Katherine Stalls**

Start Date for this Principal: 7/1/2022

<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)	98%
<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* Asian Students Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: D (40%) 2018-19: A (71%) 2017-18: A (66%)
<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>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	CSI
* 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](http://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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## Hogan Spring Glen Elementary School

6736 BEACH BLVD, Jacksonville, FL 32216

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

### 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	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

### School Grades History

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

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<https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

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

Our Vision is to ensure every student is inspired and prepared for success in college or a career and life.

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

Our Mission is to provide educational excellence in every classroom, for every student, every day.

### 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
Stalls, Kathy	Principal	Job Summary
		Ensures the highest academic standards and a safe and secure learning environment for all students. Leads, manages, supervises, and administers all programs, policies and activities of the school. Monitors instruction, ensures implementation of district curriculum and assesses effectiveness of instructional and support personnel.
Stalls, Kathy	Principal	Essential Functions
		<ol style="list-style-type: none"> <li>1. Leads, directs, and manages school operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation of school reform initiatives.</li> <li>2. Sets high expectations and standards for the academic and social development of all students. Utilizes data to monitor student achievement aligned to performance expectations.</li> <li>3. Participates in the school performance review process to determine causes of low performance and implements appropriate strategies for school improvement.</li> <li>4. Facilitates professional development of the instructional staff utilizing assessment data and other performance measures. Ensures professional development strategies are aligned and targeted to meet the needs of students in programs.</li> <li>5. Ensures a safe and secure learning environment through the systematic implementation of Positive Behavior Intervention Supports and other appropriate preventive strategies.</li> <li>6. Supervises the school's instructional program through the evaluation of lesson planning, systematic monitoring of curriculum and instruction, and targeted feedback aligned with the Florida Education Accomplished Practices (FEAPs).</li> <li>7. Develops and encourages positive school/community relations with internal and external stakeholders, and serves as liaison between the school, staff, and the community. Actively engages School Advisory Council, PTSA, volunteers, business partners, civic clubs, and parents to create shared ownership for student and school success.</li> <li>8. Administers managerial functions of the school to include efficient and strategic preparation of the school's budget in alignment with school performance initiatives, maintenance of the school facility, and other operational functions impacting student learning.</li> <li>9. Performs other duties as assigned.</li> </ol>
Beck, KaShay	Assistant Principal	Serves as Assistant Principal of the learning community. Develops, articulates, communicates, and implements a shared vision that is supported by the larger organization and the school community.
		Essential Functions
Beck, KaShay	Assistant Principal	<ol style="list-style-type: none"> <li>1. Monitors the success of all students in the learning environment; aligns the curriculum, instruction, and assessment processes to promote effective student</li> </ol>

Name	Position Title	Job Duties and Responsibilities
		<p>performance; and uses a variety of benchmarks, learning, and expectations feedback measures to ensure accountability for all participants engaged in the educational process.</p> <p>2. Promotes a positive learning culture; provides an effective instructional program; and applies best practices to student learning, especially in the area of reading and other foundational skills.</p> <p>3. Leads, directs, and manages operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation.</p> <p>4. Manages the organization, operations, facilities, and resources. Maximizes use of resources in an instructional organization. Promotes a safe, efficient, legal, and effective learning environment.</p> <p>5. Collaborates with families, businesses, volunteers, and community members; responds to diverse community interests and needs; works effectively within the larger organization; and mobilizes community resources.</p> <p>6. Collects and analyzes data for continuous school improvement.</p> <p>7. Plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.</p> <p>8. Requisitions supplies, textbooks, and equipment; conducts inventories, maintains records, and checks on receipts for such material.</p> <p>9. Prepares and/or supervises the preparation of all required reporting documents, accounting procedures and budgetary expenditures relative to school operations.</p> <p>10. Performs other duties as assigned.</p>

### Demographic Information

#### Principal start date

Friday 7/1/2022, Katherine Stalls

**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.*

7

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

21

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

445

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

12

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

3

## 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	64	77	65	76	59	66	0	0	0	0	0	0	0	407
Attendance below 90 percent	34	23	31	30	25	26	0	0	0	0	0	0	0	169
One or more suspensions	5	0	7	2	2	3	0	0	0	0	0	0	0	19
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	18	25	0	0	0	0	0	0	0	51
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	15	20	0	0	0	0	0	0	0	42
Number of students with a substantial reading deficiency	0	13	6	16	32	39	44	0	0	0	0	0	0	150

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	5	13	6	7	15	20	0	0	0	0	0	0	0	66

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	2	2	0	8	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Sunday 7/31/2022

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	76	76	76	74	70	60	0	0	0	0	0	0	0	432
Attendance below 90 percent	31	27	22	28	23	20	0	0	0	0	0	0	0	151
One or more suspensions	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	0	2	0	0	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	76	76	76	74	70	60	0	0	0	0	0	0	0	432
Attendance below 90 percent	31	27	22	28	23	20	0	0	0	0	0	0	0	151
One or more suspensions	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	0	0	1	0	0	0	0	0	0	0	2

#### 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	2	1	0	2	0	0	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	41%	50%	56%				51%	50%	57%
ELA Learning Gains	41%						56%	56%	58%
ELA Lowest 25th Percentile	33%						62%	50%	53%
Math Achievement	49%	48%	50%				79%	62%	63%
Math Learning Gains	56%						85%	63%	62%
Math Lowest 25th Percentile	29%						82%	52%	51%
Science Achievement	33%	59%	59%				80%	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	55%	51%	4%	58%	-3%
Cohort Comparison		0%				
04	2022					
	2019	51%	52%	-1%	58%	-7%
Cohort Comparison		-55%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	42%	50%	-8%	56%	-14%
Cohort Comparison		-51%				

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	70%	61%	9%	62%	8%
Cohort Comparison		0%				
04	2022					
	2019	80%	64%	16%	64%	16%
Cohort Comparison		-70%				
05	2022					
	2019	73%	57%	16%	60%	13%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	79%	49%	30%	53%	26%
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	15	27	30	29	46		18				
ELL	33	50	40	41	47	25	21				
ASN	75	64		88	75						
BLK	30	28		41	55	30	25				
HSP	39	45		44	57		23				
WHT	36	43		47	46		42				
FRL	37	41	41	43	54	28	34				

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	14	23		28	23		8				
ELL	32	40		47	40		36				
ASN	56			72							
BLK	30	25		42	45		10				
HSP	43	47		55	41		44				
WHT	60			57							
FRL	42	38		54	38		29				
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	21	23		58	77		60				
ELL	43	47		67	79						
BLK	46	45		68	79	85	71				
HSP	51	67		75	83		83				
WHT	56	61		94	91		83				
FRL	52	54	50	78	83	80	77				

### 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	41
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	49
Total Points Earned for the Federal Index	331
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	38

English Language Learners	
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	76
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	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	43
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	
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	43
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	41
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?

As cohorts of students progress from 3rd to 5th grade the likelihood that they will be proficient on grade level content or make adequate yearly progress decreases. Students with disabilities are the most vulnerable population to this trend with double-digit deficits in all content areas. In previous years, science and math proficiency was 70% or better in all reporting categories. Current scores are half of the previous levels.

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

Less than half of students are making adequate yearly progress in Math and ELA. This is also true for the lowest performing quartile of students. Components that measure student growth are top priority and need the greatest improvement in the upcoming school year.

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

While individual student needs were diagnosed, there was inconsistency in implementing remediation plans for these students due to the reallocation of support personnel to cover classroom vacancies. When there was a need to deviate from the prescribed support plan, instructional personnel did not always make sure that LPQ students received explicit remediation when there was an absence of their regular small group instructor. Additionally, foundational literacy skills needed to be a larger focus for all grade levels. The ability to read and comprehend grade-level text was a great barrier across all subjects.

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

There was a decline in all contributing data components when comparing the 2019 and 2021 data points.

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

While it was not reflected in the data, the school made some strategic budgeting and hiring to include coaches, a reading interventionist and a standards coach. Each of these support personnel was hired to focus on aspects of teacher development in instructional practices. A detailed prescriptive small group instruction plan was created to meet the needs of subgroups of students.

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

In the current year, a more strategic and individualized plan for teacher development is needed that includes the following strategies: coaching cycles, content and best practices focused PLCs, intense mentorship and peer observation and collaboration.

Improving literacy rates for ELLs will also be essential. The following strategies will be implemented:

Teacher PD on best practices for ELL student language acquisition

Targeted lessons for students on using glossaries and dictionaries

Use of Rosetta Stone and Imagine learning

Support for families in how to best support the learning happening in school

**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.**

We will be implementing several additional planning sessions that provide teachers more time to analyze data and tailor core and small group lessons to student needs than can be feasibly accomplished in the current common planning/resources schedule. Additionally, getting teachers explicit support in running small group instruction using guiding reading or LLI.

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

This training will be reengaged each year to include new staff and to also develop a deeper level of understanding and efficiency of use.

#### **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 Small Group Instruction**

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

Data demonstrates a deficit in foundational skills that are in need of remediating. This type of work is done best through the small group setting. We will expect students in our subgroups to meet with the teacher in small groups at least 3 times a week to remediate gaps in foundational knowledge. In addition to the curriculum materials, guided reading and LLI will be components of the ELA small group plan. Reading and math interventionists will be utilized to support the differentiation of the groups to make sure that we are addressing individualized student needs.

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

We expect a reduction in the current achievement gap between the LPQ students and their peers by 50%.

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

Small group plans and focus calendars will be reviewed weekly. Student exit tickets and data will be used to plan and calendar future lessons.

**Person responsible for monitoring outcome:**

KaShay Beck (beckk@duvalschools.org)

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

Differentiation and Data driven decision making are strategies that align to this focus.

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

Using assessments to determine prescriptive plans for students that challenge them at an instructional level is needed for them to have optimal growth.

**selecting this strategy.****Action Steps to Implement**

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

Baseline Assess or Placement Test Students

**Person Responsible** KaShay Beck (beckk@duvalschools.org)

Training for Teachers with Small Group Lessons and Materials

**Person Responsible** KaShay Beck (beckk@duvalschools.org)

Implement A targeted small group schedule that is focused and monitored for fidelity of implementation

**Person Responsible** KaShay Beck (beckk@duvalschools.org)

Assess in regular intervals to identify the effectiveness of the small group instruction in improving the student data set. Recalibrating as needed.

**Person Responsible** KaShay Beck (beckk@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 hiring of additional staff to support the small group plan and purchase of resources to support the small group intervention plans.

**Person Responsible** [no one identified]

**#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****Area of Focus****Description and Rationale:**

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

Many of our students have limited experiences in the community or with the world outside of their immediate living areas. When faced with content that expects them to have prior knowledge indicative of the average student, they are at a cultural deficit. Additionally, language and literacy proficiency is low for these groups of students. Despite being extremely bright and capable, students are unable to access texts and articulate learning like their peers.

**Measurable****Outcome:**

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

We are looking to improve literacy amongst all sub groups of students specifically Students with Disabilities. 100%. Students in this subgroup will have lexile growth of at least 100 points as measured by achieve 3000 placement exams.

**Monitoring:**

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

Student data will be monitored biweekly looking at all of our relevant data checkpoints to ensure that not only are they making adequate progress but are doing so at a rate that will have them projected to be on grade level within 2 -3 years.

**Person responsible for monitoring outcome:**

Kathy Stalls (stallsk@duvalschools.org)

**Evidence-based****Strategy:**

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

Field Exposure and exposure to high quality instructional materials.

**Rationale for Evidence-based****Strategy:**

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

Disadvantaged students need equal access to resources and experiences.

**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.

Review of IEP and ELL plans to ensure that all staff members that provide instruction for students in a subgroup are aware of the accommodations students need to be successful and how to implement those in the classroom setting.

**Person Responsible** KaShay Beck (beckk@duvalschools.org)

Plan and Conduct Strategic Field Trip Experiences and follow up activities where students are able to apply their new understanding to grade level appropriate activities.

**Person Responsible** KaShay Beck (beckk@duvalschools.org)

Regular assessment and monitoring of student progress and performance to determine if recalibration is needed

**Person Responsible** KaShay Beck (beckk@duvalschools.org)

**#3. Positive Culture and Environment specifically relating to Student Incentives and Recognition****Area of Focus****Description and Rationale:**

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

Student morale declined as the year progressed. Despite the demands of assessments and instruction becoming more urgent, students level of effort dropped. In order to keep students motivated and enthused about their efforts and their hard work, we would like to include more recognition ceremonies and adopt a school store that allows students to shop based on earned points.

**Measurable Outcome:**

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

Increase in observed effort levels and work ethic as measured by teacher anecdotal notes with at least 80%-90% of students giving a "Best effort".  
Decrease in discipline incidents as the year progresses in all grade levels by 50%, especially in level 1 infractions.

**Monitoring:**

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

PBIS team will oversee the recognition ceremonies and the criteria for participation. Criteria will be sent out to students and staff. PBIS team will run the school store and determine the logistics.

Person responsible for monitoring outcome:

KaShay Beck (beckk@duvalschools.org)

**Evidence-based Strategy:**

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

extrinsic motivation for students.

**Rationale for Evidence-based Strategy:**

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

while students are still developing their schemas for being intrinsically motivated towards academics and behavior, we will add extrinsic factors to keep them motivated towards meeting their goals.

**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.

Survey students for types of items they like and would be willing to work for

**Person Responsible**

KaShay Beck (beckk@duvalschools.org)

Purchase, stock and manage school store. Determine a schedule for shopping, criteria for earning points and point value for items in the store.

**Person Responsible**

KaShay Beck (beckk@duvalschools.org)

**#4. Transformational Leadership specifically relating to Leadership Development****Area of Focus  
Description and  
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Leadership team is newly joined with the principal being new to the school and the instructional support team having less than 5 years combined in teacher coaching and development. This newly minted team will need to quickly acclimate to the challenges of school transformation and perform deftly in improving the effectiveness of instruction.

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

Leadership team will conduct 3-5 observations each week with one being a collaborative walk where they are able to compare notes and identify school instructional priorities. These observations should result in improved instructional practices as measured by our CAST evaluation system and our districts Benchmark Walkthrough Tool. We are looking for 100% of our teachers to rank effective or higher in Domain 3: Instructional Delivery and to have an average of 5 or higher on the instruction and delivery portion of the BWT.

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

Admin Team and Regional Leadership

**Person responsible for monitoring outcome:**

Kathy Stalls (stallsk@duvalschools.org)

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

Leadership book study (4 Disciplines of execution, The Art of Coaching Teams, Dare to Lead) and professional collaboration

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

There is a plethora of literature that helps leaders hone in on the skills essential to leading in tough situations.

### 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.

Leadership Book Study the includes reading, reflecting, discussing and applying learning

**Person Responsible** KaShay Beck (beckk@duvalschools.org)

Develop an observation schedule that includes multiple walks individually and collectively.

**Person Responsible** KaShay Beck (beckk@duvalschools.org)

Coaching cycles will be implemented for those teachers who demonstrate a need for additional support in the target areas.

**Person Responsible** [no one identified]

**#5. 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.**

This area of focus deals with the need of the school to put quality resources in front of students. While there is a newly adopted district curriculum that meets the majority of the on grade level needs for core instruction of students, there needs to be more done in the area of small group instruction and differentiation. Teachers and staff need time to create quality plans and learn effective practices to use with students during the small group instructional periods.

**Measurable****Outcome:**

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

There will be measurable improvement in student learning gains as measured by the renaissance star assessment. We are looking to demonstrate an increase in the number of students at the on grade level threshold of 10-15% each assessment period and a reduction in the lowest performing threshold(red) by 50% on our final exam window in the spring.

**Monitoring:**

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

We will take the assessment quarterly and measure lexile growth for students in the area of reading. Small group lesson plans will be monitored weekly and data from those small groups during common planning.

**Person responsible for monitoring outcome:**

KaShay Beck (beckk@duvalschools.org)

**Evidence-based Strategy:**

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

Small group Instruction Lesson Planning, Teacher Book Study on Guided Reading and Differentiated instruction, Teacher Lesson Study to develop small group plans and peer collaborate on improving them,

**Rationale for Evidence-based Strategy:**

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

The practices above will allow teachers to dive deeper into our new BEST standards and develop differentiation tailored to the needs of students working toward mastery of those benchmarks.

**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.

Review of Small group lesson plan and data

**Person Responsible** KaShay Beck (beckk@duvalschools.org)

Teacher professional development: Book Study and Lesson Study

**Person Responsible** KaShay Beck (beckk@duvalschools.org)

Review of student data to determine if recalibration is needed.

**Person Responsible** KaShay Beck (beckk@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

For Primary students the need for rich small group experiences where students are able to get individualized plans that help them develop in the daily five (phonics, phonemic awareness, vocabulary, comprehension, and fluency) skills along the literacy continuum.

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

Intermediate students that do not have a strong foundation in basic literacy skills are unable to access text and articulate learning similar to their peers. This type of remediation happens in the small group setting through during or after school tutoring.

**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 75 percent of students will meet their grade level expectation literacy level. Students identified as not meeting that expectation will be promptly taken through the rti process and given essential supports and safety nets.

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

The number of students not reading on grade level will be reduced by 50%. Students who do not meet that threshold will have their deficiency reduced by 50% or more.

**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.

Baseline data will be used to identify the student tiers. Small group plans will be monitored for content and data collected from those efforts will be analyzed to make decisions about the plans. Student progress will be checked at each data checkpoint.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Beck, KaShay, bekk@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?

Small group instruction. Data driven decision making. "Daily Five" Literacy Routine

**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?

Yes

**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**

Assessment  
Professional Development  
Coaching Cycles

Beck, KaShay, bekk@duvalschools.org

**Positive Culture & Environment**

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

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

We have school-wide expectations that are being put into place this year that will be used to govern the behaviors and academic performance of students. We are dedicated to modelling and teaching those expectations to our students, rewarding them as they are successful in performing at the desired level, and supporting them if they fall short of those expectations. Students will see our school as a safe place where they can be vulnerable enough to take risks and be challenged knowing that they are surrounded with adults who want to see them become the best versions of themselves. We welcome all stakeholders to join us in this endeavor. We are employing more activities to engage our staff such as celebrations and recognitions for their work and efforts. By supporting and facilitating the implementation of their ideas we are improving the collective responsibility and ownership for the school culture.

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

We have a strong partnership with our faith based partner who supplies resources to our students and staff. Our faculty, is dedicated to the implementation of the school expectations. Our parent engagement is increasing as parents become more comfortable returning to the school community post pandemic.