

Duval County Public Schools

Pinedale Elementary School



2022-23 Schoolwide Improvement Plan

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Pinedale Elementary School

4228 DIGNAN ST, Jacksonville, FL 32254

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

Demographics

Principal: Andrea Willis

Start Date for this Principal: 8/10/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students*
School Grades History	2021-22: B (57%) 2018-19: D (39%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Duval County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Pinedale Elementary School

4228 DIGNAN ST, Jacksonville, FL 32254

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

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

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SIP Authority

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Pinedale:

We are one team with one vision.

We are leaders, learners, believers in people.

We have goals and hustle hard to reach them.

We respect differences and empower each other to show up authentically.

We are ALL IN to MAKE IT HAPPEN for kids every day.

Provide the school's vision statement.

Pinedale, our future is BRIGHT.

Our students are:

Brilliant

Resilient

Inclusive

Goal-driven

Honest

Team Players prepared to lead and learn with confidence.

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
Griffin, Kenya	Principal	<p>The principal is the chief instructional leader and decision-maker in the school. The main work of the principal is the following:</p> <ul style="list-style-type: none"> • Provide a safe environment for teaching and learning • Practice shared leadership • Create system to create and maintain quality instruction • Maintain mutually trusting and respectful relationships • Support professional development for faculty and staff • Manage resources for sustained program improvement
Jones, Latarsha	Assistant Principal	<p>The assistant principal is the designee of the principal and assists in the following areas:</p> <ul style="list-style-type: none"> • Provide a safe environment for teaching and learning • Practice shared leadership • Create system to create and maintain quality instruction • Maintain mutually trusting and respectful relationships • Support professional development for faculty and staff • Manage resources for sustained program improvement
Reese, Collondra	School Counselor	<p>Provides counseling services for students by designing and implementing a multi-layered, comprehensive, and accountable guidance program in which equity, access, and academic success for all students is the focus. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved. Strives to implement, by instruction and action, the District's philosophy of education and instructional goals and objectives.</p>
Brown, Marlow	Instructional Coach	<p>Serves as the direct school liaison for teachers and paraprofessionals to provide in-class instructional and behavioral support with regard to academic and behavioral curricula in our Communication Social Skills ESE Unit. Provides direct guidance to teachers and paraprofessionals regarding federal and student compliance elements.</p>
Nelson-Pearson, Waquita	Instructional Coach	<p>Serves as the direct school liaison for teachers and paraprofessionals to provide in-class instructional and behavioral support with regard to academic and behavioral curricula in our PRIDE Behavior Unit. Provides direct guidance to teachers and paraprofessionals regarding federal and student compliance elements.</p>
Chandler, Kimberly	Instructional Coach	<p>Assists in the K-12 implementation of the K-12 Reading Plan by coaching, training, and supporting classroom teachers and provides explicit Reading instruction in a one-to-one or small group setting to improve specific reading skills of a particular child or small group of children to support regular classroom instruction.</p>

Demographic Information

Principal start date

Wednesday 8/10/2022, Andrea Willis

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.*

1

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.*

2

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

424

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

9

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

11

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	70	45	64	44	67	0	0	0	0	0	0	0	354
Attendance below 90 percent	0	40	25	23	20	30	0	0	0	0	0	0	0	138
One or more suspensions	0	3	6	5	4	15	0	0	0	0	0	0	0	33
Course failure in ELA	0	0	2	0	1	0	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	11	24	0	0	0	0	0	0	0	43
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	11	21	0	0	0	0	0	0	0	35
Number of students with a substantial reading deficiency	0	0	0	18	23	37	0	0	0	0	0	0	0	78

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	19	21	30	10	21	0	0	0	0	0	0	0	101

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	0	7	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	1	0	3	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Monday 8/22/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	44%	50%	56%				42%	50%	57%
ELA Learning Gains	68%						56%	56%	58%
ELA Lowest 25th Percentile	54%						42%	50%	53%
Math Achievement	56%	48%	50%				37%	62%	63%
Math Learning Gains	70%						35%	63%	62%
Math Lowest 25th Percentile	67%						24%	52%	51%
Science Achievement	40%	59%	59%				40%	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	18%	51%	-33%	58%	-40%
Cohort Comparison		0%				
04	2022					
	2019	52%	52%	0%	58%	-6%
Cohort Comparison		-18%				
05	2022					
	2019	39%	50%	-11%	56%	-17%
Cohort Comparison		-52%				

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	28%	61%	-33%	62%	-34%
Cohort Comparison		0%				
04	2022					
	2019	37%	64%	-27%	64%	-27%
Cohort Comparison		-28%				
05	2022					
	2019	28%	57%	-29%	60%	-32%
Cohort Comparison		-37%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	36%	49%	-13%	53%	-17%
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	39	54	47	46	69	65	30				
BLK	42	65	55	54	71	67	32				
WHT	67			67							
FRL	43	68	55	56	71	65	43				
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	26	35		41	44		25				
BLK	29	62	60	45	54	50	23				
HSP	55			80							
WHT	33			62							
FRL	28	63	64	45	52	45	21				
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	49	44	25	46	46	38	36				
BLK	39	52	44	33	29	16	33				
HSP	54	55		46	36						
WHT	53	63		63	56						
FRL	41	54	42	37	34	22	39				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	399
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	67
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	57
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?

Since 2016, Pinedale Elementary's reading proficiency level amongst its 3rd-5th grade students has fluctuated from 32% to it's highest percentage at 44%. In addition, Pinedale second graders are consistently entering third grade more than a year behind in reading. This ultimately correlates to low our historically low FSA third grade reading proficiency data. We notice that students are struggling with the transition to 3rd grade as the instructional demands require reading comprehension and a greater level of independence. We know our primary teachers need more coaching and instructional support. This year, as we transition to BEST standards, we will prioritize coaching and developing teachers using the BEST standards.

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

Reading fluency and comprehension is the greatest need. Accommodating the needs of SWD is the second greatest need.

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

Contributing factors of the reading comprehension gap include: Tension between "teaching the standard" and teaching and practicing reading strategies and cultivating the love of reading, lack of time to common plan, analyze data, and action plan, COVID-19 learning gap, lack of access to reading resources at home, social and emotional trauma that impacts critical thinking and attendance.

New actions: According to past School Improvement Plans, the school devoted a significant amount of effort and resources to making reading gains amongst all students and the LPQs. In order to achieve the same school grade, that focus will need to pivot to promoting reading proficiency. The school will implement BEST standards across K-5 and our teachers will have a new reading curriculum. Pre-modified curriculum and better aligned equivalent assessment experiences, additional reading interventionist to support small group instruction in primary grades, strategic master schedules that allows for extended common planning once a month and strategic reading pull outs with LPQs during center rotations.

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

Science achievement and math gains increased by 16%, LPQ math gains increased by 21%

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

Pinedale had a strong math coach who met with teachers multiple times throughout the week to plan standards-aligned lessons and analyze progress monitoring data. Math coach turned into interventionist half-way through the year and pulled small groups for targeted instruction. After school tutoring supported small group instruction. School administrators worked weekly with the sole 5th grade science teacher to make sure that all science standards

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

All teachers especially those in Grades 3-5 will need to focus on teaching the new BEST standards which will be taught schoolwide this year. We also have new curricula for reading and mathematics. Teachers will need comprehensive professional development opportunities to plan and teach with these new standards.

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.

School-wide coaching cycles with each teacher will take place during quarter 1. This will happen before informal and formal observations to help build instructional capacity and a collaborative environment. Cycles will target teacher need and be aligned to instructional practice in CAST rubric. Specific focus also includes gradual release and questioning.

Weekly common planning "deep-dives" with the reading interventionist and administrators

Video PLCs will be used to reflect on instructional delivery. This protocol comes out of the University of Washington.

Lesson studies and co-observations will allow teachers to visit other classrooms to share instructional practices.

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

Our literacy team is comprised of 2 literacy interventionists, a STEM-led teacher, and a full-time media specialist and school leadership team. We have structured our master schedule to allow for collaborative planning and targeting small group instruction. We have revamped our reading intervention program to ensure that all students engage in intervention 8:45-9:30 every morning. We have additional structures in place for teachers to receive support (Deep dives, coaching cycles, lesson studies, Video PLCs) and for students to receive support (Tutoring, Lunch Bunch, Home learning).

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 proficiency is a critical component of student success in school as well as in life. All stakeholder's have identified reading is an area of focus for our school. During the 21-22 school year our school focused on number of components of ELA instruction and achieved improvement as ELA Achievement increased 11% from 32% to 44%. While this growth is significant, we have much more work to do as our 22-23 Reading Target is 54% or an additional 10% improvement.

Measurable**Outcome:**

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

The percentage of students achieving reading proficiency on the FAST assessment will increase from 44% to 54%.

Monitoring:

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

Our school leadership team and district content specialist will review ELA data from district assessments.

Person responsible for monitoring outcome:

Latarsha Jones (jonesl15@duvalschools.org)

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.

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

Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential

components such as the objective, the implementation, and a reflection.
<https://www.ascd.org/el/articles/howto-plan-effective-lessons>

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners. <https://www.ascd.org/el/articles/turn-small-reading-groups-intobig-wins>

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

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

Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next steps. It may be used by the school alone or with the assistance of the support lead.
<https://institutionalresearch.syr.edu/what-we-do/student-ratings/creating-an-action-plan/action-plan-teachingstrategies/>

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.

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.

Person Responsible Latarsha Jones (jonesl15@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 Kimberly Chandler (chandlerk@duvalschools.org)

Give immediate feedback on any observations/walkthroughs conducted by state support, school leadership, district content specialists, and district leadership.

Person Responsible Latarsha Jones (jonesl15@duvalschools.org)

Every student will have the opportunity to check out two books per week from the media center starting in September from our full-time media specialist. Our full-time media specialist will also coordinate schoolwide reading incentive program with the goals of increasing volume reading

Person Responsible Kimberly Chandler (chandlerk@duvalschools.org)

Our two reading interventionist will provide small group interventions using programs such as Corrective Reading, Reading Mastery, Leveled Literacy Interventions to students in K-5 selected based on diagnostic data collected.

Person

Responsible

Joderia Wilson (smithj13@duvalschools.org)

#2. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus****Description and Rationale:**

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

While K-2 had the opportunity to practice teaching with the new BEST standards, Grade 3-5 will be implementing the new standards for the first time. We know our intermediate teachers need more coaching and instructional support. This year, as we transition to BEST standards, we will prioritize our intermediate teacher and new teacher for coaching and professional development teachers using the BEST standards.

Measurable Outcome:

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

100% of teachers will plan and deliver standards aligned lessons in alignment to the BEST standards as determined through the district's BWT walkthrough tool.

Monitoring:

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

Weekly standards walk throughs will monitor teacher planning and delivery. Student reading and math data will be monitored by periodic iReady, Freckle, Achieve 3000 progress monitoring and ongoing formative assessments.

Person responsible for monitoring outcome:

Kenya Griffin (griffink2@duvalschools.org)

Evidence-based**Strategy:**

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

Weekly common planning sessions with teachers, coaches, and interventionists. Support from reading interventionists and math interventionist and media specialist will allow for additional small group standards based instruction and remediation if standards are not met the first time taught. Data chats with teachers, coaches, and interventionists. These chats will allow the team to analyze progress and collaborate on next steps. Blended learning platforms (iReady, STAR, FRECKLE, Achieve 3000) will assist with standards based BEST instruction. Technology is an integral part in this implementation. Before school, after school, and lunch tutoring will also help supplement standards-aligned instruction. Given data (students are behind), one-on-one and small group tutoring will support instructional goals. Title I funds will be used to add supplemental personnel or supplemental materials to provide classroom instruction, professional development, specialized instruction and additional support to increase student achievement.

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

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

Reading and math interventionists are a crucial part of the instructional strategy to support student and meet their needs. Common planning and data chats create an instructional cycle that promotes and monitors progress. Technology is essential in supplementing standards based lessons. Tutoring will help insure all students needs are met.

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.

Weekly Common Planning Sessions with K-5 ELA teachers - The school will host teachers by grade level to participate in PLC activities centered around planning standards based lessons, analyzing progress monitoring data, and reviewing student work samples. This work will be coordinated by our lead reading interventionist and supervised by an assistant principal.

Title I funds will be used to add supplemental personnel or supplemental materials to provide classroom instruction, professional development, specialized instruction and additional support to increase student achievement.

Person Responsible Kimberly Chandler (chandlerk@duvalschools.org)

Weekly Common Planning Sessions with K-5 Mathteachers - The school will host teachers by grade level to participate in PLC activities centered around planning standards based lessons, analyzing progress monitoring data, and reviewing student work samples. This work will be coordinated by our math interventionist and supervised by an assistant principal.

Person Responsible Kenya Griffin (griffink2@duvalschools.org)

Before and/or afterschool tutoring will be implemented for select K-5 based on school data related to reading proficiency. A reading interventionist and the math interventionist will work collaboratively to create and maintain this list and invite students based on the availability of funding from district sources.

Person Responsible Kimberly Chandler (chandlerk@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

Reading proficiency is a critical component of student success in school as well as in life. All stakeholder's have identified reading is an area of focus for our school. During the 21-22 school year our

school focused on number of components of ELA instruction and achieved improvement as ELA Achievement increased 11% from 32% to 44%. While this growth is significant, we have much more work to do as our 22-23 Reading Target is 54% or an additional 10% improvement.

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

While K-2 had the opportunity to practice teaching with the new BEST standards, Grade 3-5 will be implementing the new standards for the first time. We know our intermediate teachers need more coaching and instructional support. This year, as we transition to BEST standards, we will prioritize our intermediate teacher and new teacher for coaching and professional development teachers using the BEST standards.

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)

Each grade K-3 will achieve 54% reading on grade level according to Waterford and iReady

Grades 3-5: Measureable Outcome(s)

The percentage of students achieving reading proficiency on the FAST assessment will increase from 44% to 54%.

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.

The Literacy Leadership Team (Griffin, Jones, Young, Chandler, Wilson) will meet biweekly to review walkthrough logs and student data to determine whether adjustments in instruction, assessment, or students served are needed. This meeting will be led by the principal or assistant principal in the principal's absence.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Griffin, Kenya, griffink2@duvalschools.org

Evidence-based Practices/Programs:

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

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

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

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 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: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection. <https://www.ascd.org/el/articles/howto-plan-effective-lessons>

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners. <https://www.ascd.org/el/articles/turn-small-reading-groups-intobig-wins>

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

Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next

steps. It may be used by the school alone or with the assistance of the support lead.

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

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
Professional Learning-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.	Jones, Latarsha, jonesl15@duvalschools.org
Literacy Coaching- Weekly Common Planning Sessions with K-5 ELA teachers - The school will host teachers by grade level to participate in PLC activities centered around planning standards based lessons, analyzing progress monitoring data, and reviewing student work samples. This work will be coordinated by our lead reading interventionist and supervised by an assistant principal. Title I funds will be used to add supplemental personnel or supplemental materials to provide classroom instruction, professional development, specialized instruction and additional support to increase student achievement. 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.	Chandler, Kimberly, chandlerk@duvalschools.org
Assessment- Our two reading interventionist will provide small group interventions using programs such as Corrective Reading, Reading Mastery, Leveled Literacy Interventions to students in K-5 selected based on diagnostic data collected. The reading interventionists will also work to provide reading assessments to their students as well as supporting teachers to provide individualized assessments such as Corrective Reading, Level Literacy Intervention, and Phonics For Reading,	Wilson, Joderia, smithj13@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.

Our mission and vision drive school culture. As a team we have identified indicators for each of our core values and have aligned as a staff on what excellent teaching and learning look like and sound like. The leadership team operates with the belief that "the speed of the leader is the speed of the team." We set the example and are focused on instruction and building relationships with all stakeholders. Our foundations committee has collaborated on effective systems to ensure safety and efficiency. We will monitor discipline data each month by tracking referrals and OSS. We will support our teachers in implementing PBIS in their classrooms. We will leverage support of our school social worker when social-emotional needs of students are not met. We will implement Zones of Regulation in PRIDE and CSS to help students regulate emotions and will implement Wellness Wednesdays lessons on Early Release professional development days.

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

Parents/Guardians--We believe partnering with our families is an integral component to providing an excellent education. We work to communicate clearly and consistently. We work to involve our families as much as possible through virtual and in-person events and invite them to SAC and PTA meetings.

Community Members and Business Partners--We need to establish more connections in the community. This is an area of growth we are working on this year.