

Duval County Public Schools

# Mandarin Oaks Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Mandarin Oaks Elementary School

10600 HORNETS NEST RD, Jacksonville, FL 32257

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

## Demographics

**Principal: Leigh Butterfield**

Start Date for this Principal: 7/27/2017

<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>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	54%
<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 Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (64%) 2018-19: A (68%) 2017-18: A (65%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

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

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

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

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

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

10600 HORNETS NEST RD, Jacksonville, FL 32257

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

### 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	No	54%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

### School Grades History

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

### School Board Approval

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### SIP Authority

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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.

Mandarin Oaks will provide students with engaging and challenging instruction in every classroom, for every student, every day.

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

Mandarin Oaks will inspire and prepare every student for success through active engagement in quality educational opportunities.

### 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
Butterfield, Leigh	Principal	School-based administrators serve as the primary leaders of the school for which they are responsible. They offer guidance and support to our instructional and support staff and create a positive learning environment which is centered around student success. School-based administrator positions include: Principals, associate principals, assistant principals, directors of student services, and dean of students.
Evans, Melissa	Assistant Principal	School-based administrators serve as the primary leaders of the school for which they are responsible. They offer guidance and support to our instructional and support staff and create a positive learning environment which is centered around student success. School-based administrator positions include: Principals, associate principals, assistant principals, directors of student services, and dean of students.
Harrison, Brooke	Assistant Principal	School-based administrators serve as the primary leaders of the school for which they are responsible. They offer guidance and support to our instructional and support staff and create a positive learning environment which is centered around student success. School-based administrator positions include: Principals, associate principals, assistant principals, directors of student services, and dean of students.

### Demographic Information

#### Principal start date

Thursday 7/27/2017, Leigh Butterfield

**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.*

8

**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.*

10

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

72

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

992

**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.**

7

### Demographic Data

### Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	143	155	180	170	152	176	0	0	0	0	0	0	0	976
Attendance below 90 percent	0	39	44	38	31	45	0	0	0	0	0	0	0	197
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	4	6	1	0	0	0	0	0	0	0	0	11
Course failure in Math	0	0	0	8	0	0	0	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	26	28	0	0	0	0	0	0	0	54
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	26	26	0	0	0	0	0	0	0	52
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	3	7	4	4	24	0	0	0	0	0	0	0	42



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	1	6	12	9	12	0	0	0	0	0	0	0	41
Students retained two or more times	0	0	0	1	3	2	0	0	0	0	0	0	0	6

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	150	162	152	146	172	189	0	0	0	0	0	0	0	971
Attendance below 90 percent	0	25	21	27	40	41	0	0	0	0	0	0	0	154
One or more suspensions	0	2	1	1	1	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	1	2	0	1	0	0	0	0	0	0	0	0	4
Course failure in Math	0	0	1	1	2	0	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	9	35	30	38	103	0	0	0	0	0	0	0	215
Level 1 on 2019 statewide FSA Math assessment	0	25	45	33	62	68	0	0	0	0	0	0	0	233
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	14	28	29	43	73	0	0	0	0	0	0	0	187

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	3	1	7	1	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

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	150	162	152	146	172	189	0	0	0	0	0	0	0	971
Attendance below 90 percent	0	25	21	27	40	41	0	0	0	0	0	0	0	154
One or more suspensions	0	2	1	1	1	1	0	0	0	0	0	0	0	6
Course failure in ELA	0	1	2	0	1	0	0	0	0	0	0	0	0	4
Course failure in Math	0	0	1	1	2	0	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA ELA assessment	0	9	35	30	38	103	0	0	0	0	0	0	0	215
Level 1 on 2019 statewide FSA Math assessment	0	25	45	33	62	68	0	0	0	0	0	0	0	233
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	14	28	29	43	73	0	0	0	0	0	0	0	187

#### 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	3	1	7	1	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

## 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	65%	50%	56%				70%	50%	57%
ELA Learning Gains	71%						62%	56%	58%
ELA Lowest 25th Percentile	59%						54%	50%	53%
Math Achievement	71%	48%	50%				79%	62%	63%
Math Learning Gains	70%						82%	63%	62%
Math Lowest 25th Percentile	57%						68%	52%	51%
Science Achievement	55%	59%	59%				64%	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	74%	51%	23%	58%	16%
Cohort Comparison		0%				
04	2022					
	2019	64%	52%	12%	58%	6%
Cohort Comparison		-74%				
05	2022					
	2019	65%	50%	15%	56%	9%
Cohort Comparison		-64%				

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	77%	61%	16%	62%	15%
Cohort Comparison		0%				
04	2022					
	2019	77%	64%	13%	64%	13%
Cohort Comparison		-77%				
05	2022					
	2019	76%	57%	19%	60%	16%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	65%	49%	16%	53%	12%
Cohort Comparison						

### Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	35	59	55	42	54	44	28				
ELL	39	74	62	45	70	64	40				
ASN	80	92		88	88		80				
BLK	52	72	72	58	62	33	37				
HSP	59	76	54	60	59	64	53				
MUL	68	63		69	74						
WHT	67	69	52	73	72	59	56				
FRL	55	71	66	58	61	49	54				
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	36	52	36	43	50		39				
ELL	36	73	70	50	80		17				
ASN	85	67		90	91		87				
BLK	50	64		49	50		23				
HSP	57	57		60	62		45				
MUL	59	69		69	92		69				
WHT	69	79	67	79	78	68	74				
FRL	54	57	39	59	58	48	49				
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	38	52	59	49	71	68	26				
ELL	57	67		65	79						
ASN	88	76		98	90		83				
BLK	49	54	43	61	81	70	35				
HSP	63	65		83	88						
MUL	88	53		79	68		82				
WHT	72	63	56	81	82	71	68				
FRL	60	57	50	69	82	67	56				

### 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	67
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	84
Total Points Earned for the Federal Index	532

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	86
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	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	63
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	69
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	61
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?

There is a consistent decrease in achievement among subgroups in all content areas.

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

3rd Grade ELA Achievement  
5th Grade Science, Reading, and Math Achievement

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

The following factors contributed to this need:

- inconsistent implementation of differentiated interventions designed to meet individual student needs
- inconsistent use of progress monitoring data to inform instruction

The following actions are needed:

- Continuous progress monitoring through blended learning programs, state and district assessments, and student work
- Complete and review standards walkthroughs
- Complete and review instructional walkthroughs
- Monitor and guide PLC work and goals

- A strong science- focused PLC session every other week
- Opportunities for vertical learning across grade levels

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

3rd Grade Math Achievement  
4th Grade ELA Achievement

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

Teachers consistently collaborated on standards-based instructional strategies and assessments. Teachers differentiated instruction effectively and provided targeted interventions to students based on needs and goals.

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

The following strategies are needed:

- Consistent monitoring of student data
- Weekly common planning sessions as well as PLC
- Regular walkthroughs to monitor and assess instructional goals and practices

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

Teachers will participate in the following:

- Vertical learning teams in grades K-2 and 3-5
- Calibration and collaboration with other teachers to facilitate focused support
- Teacher-led professional development sessions during early release trainings

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

Additional services include:

- Corrective Reading program for 3rd Grade ELA students
- Utilization of Benchmark Advance instruction, assessment, and intervention resources
- Intervention, support, and instruction from a reading interventionist
- Support from district science specialists
- Lesson study cycles
- Instructional rounds and benchmark walkthroughs

**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.**

62% of 3rd graders scored a level 3 or higher on the ELA FSA. This is a 2-point decrease from the previous school year.

**Measurable Outcome:**

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

70% of 3rd graders will score a level 3 or higher on the 2022-2023 ELA FSA.

**Monitoring:**

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

- Benchmark Walkthrough Tool data- reviewed and evaluated by the leadership team weekly
- Ensure that teachers are receiving and implementing feedback and next steps
- Corrective reading program will be monitored with data tracked monthly
- Additional LPQ tracking and interventions will be monitored and assessed
- Teachers will bring student work aligned to standards and collaborate on small group instructional practices and assessments

**Person responsible for monitoring outcome:**

Leigh Butterfield (butterfieldl@duvalschools.org)

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

- Data chats and folders
- Individualized student work and activities
- Visuals and references in the classroom for students and indicators of visible learning
- Utilizing appropriate texts that are standards-aligned
- Incorporating Benchmark Advance curriculum and resources

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

We recognize the importance of differentiated instruction for all students. Through effective data analysis and planning, teachers will be able to support their students and meet their individual needs. Increasing student accountability will help students to set goals and work towards improvement.

**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.

Selected 3rd grade students will be tested and placed into a corrective reading program. A staggered schedule will be created in 45 minute blocks so that students can receive instruction and support each day.

**Person Responsible**

Leigh Butterfield (butterfieldl@duvalschools.org)



**#2. 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.**

59% of 5th Grade students scored a level 3 or higher on the ELA FSA. This is a decrease of 10 points from the previous year.

**Measurable Outcome:**

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

70% of 5th grade students will score a level 3 or higher on the ELA FSA for 2022- 2023.

**Monitoring:**

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

- Benchmark Walkthrough Tool data- reviewed and evaluated by the leadership team weekly
- Ensure that teachers are receiving and implementing feedback and next steps
- Corrective reading program will be monitored with data tracked monthly
- Additional LPQ tracking and interventions will be monitored and assessed
- Teachers will bring student work aligned to standards and collaborate on small group instructional practices and assessments

**Person responsible for monitoring outcome:**

Leigh Butterfield (butterfieldl@duvalschools.org)

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

- Data chats and folders
- Individualized student work and activities
- Visuals and references in the classroom for students and indicators of visible learning
- Utilizing appropriate texts that are standards-aligned
- Incorporating Benchmark Advance curriculum and resources

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

We recognize the importance of differentiated instruction for all students. Through effective data analysis and planning, teachers will be able to support their students and meet their individual needs. Increasing student accountability will help students to set goals and work towards improvement.

**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 that teachers have differentiated interventions for all students. Focus on instructional benchmark walkthrough tool data to give teachers feedback and next steps for student success with the new curriculum.

**Person Responsible**

Leigh Butterfield (butterfieldl@duvalschools.org)

**#3. Instructional Practice specifically relating to Science****Area of Focus Description and Rationale:**

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

Science achievement levels have been consistently decreasing over the past three school years. Only 52% of 5th grade students scored proficiently on the Science FSA in 2022-2023. This is a decrease of 9 points from the previous school year.

**Measurable Outcome:**

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

Science achievement scores will increase to 64% on the 2022- 2023 Science FSA.

**Monitoring:**

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

Ensure that instructional walkthroughs occur during the students' science instruction and practice. Monitor Science progress monitoring data (PMA scores). Adjust instructional support based on student achievement throughout the year. Teachers will participate in science based PLC every other week.

**Person responsible for monitoring outcome:**

Leigh Butterfield (butterfieldl@duvalschools.org)

**Evidence-based Strategy:**

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

Math and science teachers should collaborate with ELA teachers to strengthen the science-reading connection for students.

**Rationale for Evidence-based Strategy:**

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

Students need support with critical thinking skills in reading such as synthesizing, vocabulary integration, and the correct use of context clues. This will help students to successfully show their science understanding on the Science FSA and progress monitoring assessments.

**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.

-Monitor PMA Science data

-Conduct standards and benchmark walkthroughs to assess quality of instruction and the proper use of equivalent assessment experiences during the science block.

**Person Responsible**

Leigh Butterfield (butterfieldl@duvalschools.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.**

Our leadership team needs to continue to establish a shared vision for excellent instruction since we are a new team.

**Measurable Outcome:**

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

Improve standards based instruction across all grade levels and content areas resulting in an increase of at least 11 points school- wide.

**Monitoring:**

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

- Standards walkthroughs
- Instructional walkthroughs
- Benchmark walkthrough tool
- Regular leadership meetings
- Collaboration on school-wide data- i-Ready, PMA scores, Achieve 3000, Freckle

**Person responsible for monitoring outcome:**

Leigh Butterfield (butterfieldl@duvalschools.org)

**Evidence-based Strategy:**

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

- Professional Learning Communities
- Vertical Planning opportunities

**Rationale for Evidence-based Strategy:**

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

Students will benefit from practicing grade level standards and their work should be aligned to these standards. By conducting regular walkthroughs, we can assist teachers with ensuring that their instruction is effective for all students. We will also guide teachers through meaningful discussions during PLC sessions.

**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.

- Regular PLC sessions with teachers
- Collaboration on walkthroughs with the administration team

**Person Responsible**

Leigh Butterfield (butterfieldl@duvalschools.org)

**#5. Instructional Practice specifically relating to Collaborative Planning****Area of Focus****Description and****Rationale:**

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

Based on the 5 Essentials Survey, teachers rated collective efficacy as neutral. Teachers do not strongly feel that they have a collective sense of responsibility for student achievement, school improvement, and professional growth.

**Measurable Outcome:**

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

Teachers will engage in district-based professional development, and attend vertical alignment committee meetings. Teachers will have opportunities to share their knowledge and experiences with peer observation and instruction. As a result, teachers will rate collective responsibility as strong on the 5 Essentials Survey.

**Monitoring:**

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

This will be monitored through active participation in professional development, vertical standards alignment activities, and attend peer instructional meetings. Teachers will use a choice menu to decide which professional development opportunities that they would like to participate in. Surveys will be used to monitor teacher completion of professional development as well as opinions on collective responsibility for the school.

**Person responsible for monitoring outcome:**

Leigh Butterfield (butterfieldl@duvalschools.org)

**Evidence-based Strategy:**

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

Peer instruction gives teachers the opportunity to take ownership of their knowledge and experience so that they can positively impact the school community and our students. Teachers will be able to both share and gain ideas and resources to improve their teaching practice. Teachers will engage in discussion about effective strategies for meeting the needs of all students throughout grade levels and content areas.

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

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

Peer instruction is a strategy that will encourage teachers to verbalize and consider their own thoughts, answers, rationales, and experiences. Through active listening to their peers, teachers can participate in the beneficial process of comparing and contrasting their ideas with those of their colleagues. Building a culture of shared responsibility must incorporate an open relationship between teachers and staff.

**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.

- Monthly professional development meetings and opportunities
- Standards alignment activities and committees
- Monthly opportunities for teachers to share their expertise with peers

**Person Responsible** Leigh Butterfield (butterfieldl@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.**

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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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. Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Mandarin Oaks school culture centers around the concept of family and community. The leadership team whole heartedly believes that students should feel that a day at MOE should feel as joyous and positive as a trip to Disney. To that end, a variety of strategic and meaningful systems are in place to encourage positive engagement among students, teachers, staff and other members of the Mandarin Oaks Community. Our vision and mission statement can be seen manifest throughout the school community. From the most novice to most experienced teachers, the faculty and staff understand and embrace our vision and mission as evidenced through their discussion and collaboration in Professional Learning Communities, faculty meetings and professional development sessions. The students exhibit and embody our direction through their ownership of their own learning in the classroom and meeting the daily challenge of high expectations communicated consistently by their teachers. Parents and other stakeholders share in our stated purpose through the priorities and policies that are developed through collaborative bodies such as our School Advisory Committee and Parent Teacher Association. Even families that are new to Mandarin Oaks often report that our reputation for equitable, quality instruction was something about which they were fully aware when they decided to become a part of the MOE family. Our PTA plays a substantial role in producing programs which strengthen school culture. Events include Family Fall Festival, Student Social, Spirit Nights, Family Dance, Muffins with Mom/Donuts with Dad, Grandparents day, Family Movie Nights and a bevy of other items which produce stronger relationships among students and other stakeholders. Mandarin Oaks also recognizes the need to be proactive and preventative in our support for students who demonstrate at-risk indicators like family struggles, aggressive behaviors, social/emotional needs or excessive absences. The support community of teachers, administration and school counselors work to identify student needs

and address them in a holistic fashion that provides services and resources to students and their families to ensure their hierarchy of needs is fulfilled to enable students to access meaningful instruction.