Woodland Acres Elementary School

2022-23 Schoolwide Improvement Plan

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Woodland Acres Elementary School

328 BOWLAN ST N, Jacksonville, FL 32211

http://www.duvalschools.org/wae

Demographics

Principal: Shawn Platts   Start Date for this Principal: 7/1/2022

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* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2021-22: D (35%) 2018-19: C (47%) 2017-18: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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	79%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of Woodland Acres Elementary is to provide a safe, caring, academically challenging environment where each student will become a productive and responsible citizen in a global economy.

Provide the school's vision statement.

The Vision of Woodland Acres Elementary is to provide a safe and civil environment with an emphasis on rigorous standards based curriculum, integrated with grade specific medical themes, laying a foundation for students to pursue academic excellence.

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
Platts, Shawn	Principal	Principal: Meets weekly with the Leadership Team members to ensure instructional programs and plans are implemented in a timely fashion to meet the needs of students this includes instructional delivery of the Florida State Standards in all subjects, implementation of the currently adopted district curriculum resources, implementation of the blended learning platforms, oversight and coaching updates of the Curriculum Leadership Councils in Literacy, Mathematics, Science, and Response to Intervention. Regular reviews and analysis of the school's formative and summative data, School Improvement Plan progress, and classroom monitoring data is discussed for prescriptive adjustment purposes. Furthermore, the team oversees the Safety and Security plans of the school to ensure students' safety, and plans activities for teachers and students to enhance the school's culture. The Principal also meets with the Shared Decision Making Team monthly to hear concerns anddevelop goals.
Corey, Vikki	Assistant Principal	Assistant Principal: Provides a common vision for the use of data based decision making for classroom instruction and teacher professional development; ensures the RtI team is implementing appropriate MTSS; conducts assessment of the RtI knowledge and skills of school staff; assess teacher understanding of the Florida State Standards and assessments; monitors implementation of intervention support and proper documentation; ensure adequate professional development to support instruction of the Florida State Standards and RtI implementation and communicate with parents regarding MTSS. Responsibilities of the monitoring and implementation of the blended learning platforms are also a responsibility of the AP

Demographic Information

Principal start date
Friday 7/1/2022, Shawn Platts

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

551

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

10

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

8

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	60	125	84	119	72	76	0	0	0	0	0	0	0	536
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 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	
	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	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Date this data was collected or last updated

Monday 8/1/2022

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

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						Grade Level								
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	25%	50%	56%				32%	50%	57%
ELA Learning Gains	45%						53%	56%	58%
ELA Lowest 25th Percentile	48%						56%	50%	53%
Math Achievement	36%	48%	50%				47%	62%	63%
Math Learning Gains	40%						54%	63%	62%
Math Lowest 25th Percentile	33%						57%	52%	51%
Science Achievement	19%	59%	59%				31%	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	20%	51%	-31%	58%	-38%
Cohort Comparison		0%				
04	2022					
	2019	36%	52%	-16%	58%	-22%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-20%				
05	2022					
	2019	24%	50%	-26%	56%	-32%
Cohort Comparison		-36%				

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	45%	61%	-16%	62%	-17%
Cohort Comparison		0%				
04	2022					
	2019	38%	64%	-26%	64%	-26%
Cohort Comparison		-45%				
05	2022					
	2019	38%	57%	-19%	60%	-22%
Cohort Comparison		-38%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	26%	49%	-23%	53%	-27%
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	6	40		17	30						
ELL	19	44	58	34	44	40	14				
BLK	25	38	33	34	37	30	18				
HSP	25	53	50	40	44	23	20				
WHT	27	57		39	43		17				
FRL	24	47	59	34	37	30	17				

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	4	30		17	60						
ELL	18			31							
BLK	25	62		48	79		33				
HSP	26			45							
WHT	37			40							
FRL	24	56	60	44	72	60	31				

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	59	64	22	37	40					
ELL	28	38	32	42	44	41	25				
BLK	28	55	64	43	51	61	27				
HSP	36	41	38	49	58	58	27				
MUL	33	70		67	90						
WHT	38	60	80	54	51		38				
FRL	29	54	63	47	55	55	28				

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	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	295
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
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	
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	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	38
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Reading: Proficiency down 2% points, Growth down 7% points and LPQ down 4% points
Math: Proficiency down 10% points, Growth down 37% points and LPQ down 34% points
Science: Proficiency down 10% points
Total of 106 decrease

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

Reading: Proficiency down 2% points, Growth down 7% points and LPQ down 4% points
Math: Proficiency down 10% points, Growth down 37% points and LPQ down 34% points
Science: Proficiency down 10% points
Total of 106 decrease

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 include students inability to read grade level content in Reading, Math and Science. The majority of the students in 5th grade scored a level 1 in Reading prior to entering 5th grade. As a result, many of the students who scored a level 1 or level 2 in ELA, scored a level 1 or level 2 in Science. The majority of the 3rd and 4th grade students are lacking foundational reading skills which contributes to the inability to read and comprehend grade level material.
By providing support in the 5 components of reading, students will have the skills necessary to be able to decode and comprehend grade level text. In addition, WAE will be providing targeted small group instruction based on the
individual academic needs of the students.

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

Based on the 2022 state assessments, all 7 subgroups showed a decrease in performance.

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

no contributing factors as WAE didn't experience any improvements on the 2022 state assessments.

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

Going forward WAE will:
1. Creating questions that are aligned with the standards.
2. Utilizing the resources and blended learning platforms.
3. Collaborating with Coaches and Interventionists to create standard-based lessons.
4. Continue to allocate resources and staff to provide enrichment and extend the learning for all students.

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.

Professional development opportunities would include
1. Analyzing and looking at student work.
2. Increasing student engagement in reading.
3. Specific interventions and strategies to promote reading and writing across all content areas.

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

Additional services that will be implemented will be to continue to use Title 1 funds for salaried positions for the Academic Coaches and Interventionists.

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.	Reading proficiency, gains, and our lowest performing quartile If we develop a deeper understanding of standards based instruction and ensure scaffolds are in place to support both teaching and learning through a systematic approach to include, shared best practice, calibration of student work, analyze common assessments, with a strict adherence with tier 2 and 3 instruction. We are sure that through the use of LLI, Reading Mastery, Corrective Reading, Freckle, Achieve 3000, Seeing Stars Kit, students will be adequately prepared for mastering grade level standards, raising overall reading proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	ELA proficiency from 25% to 43% as measured by Florida Standards Assessment Spring 2023
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Focus on priority standards to increase proficiency Provide teachers with support with priority standards Identify focus groups of students for small group instruction Plan corrective instruction according to priority standards Monitor progress of focus groups Provide a Reading Coach through the use of Title 1 funds Provide a Reading Interventionist through the use of Title 1 funds During weekly PLCs (Lead my Reading Coach), student data will be analyzed to determine progression towards Benchmark mastery. Data gathered will also be leveraged to develop small group interventions lessons/activities for students. Progress monitoring will include analysis of small group EEAs/Exit Tickets which will also be analyzed during PLCs to determine next academic steps for students. Administration will progress monitor through participation in PLCs as well as weekly classroom walk-throughs where feedback will be provided to both the teachers and Reading Coach.
Person responsible for monitoring outcome:	Shawn Platts (plattss@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for	Through the use of Title 1 funds, the following positions will be funded: One Reading Coach One Math coach Two Reading Interventionist One Math Interventionist implementation of University of Florida Literacy (K-2nd) and Corrective Reading (3-5)

this Area of Focus.	
Rationale for Evidence-based Strategy:	According to our ELA FSA data, modifications to our instruction will be needed to show an
Explain the rationale for selecting this specific strategy.	improvement with our data in ELA. By implementing UFLI(University of Florida Literacy), Corrective Reading, LLI and teacher led small group instruction, teachers will have the ability to provide prescriptive instruction that targets the direct needs of identified students. The addition of
Describe the resources/ criteria used for selecting this strategy.	these programs will help support the learning needs of all of our students. Due to the varying reading levels of students, the additional instructional support positions (Reading Interventionists) will permit all students to be supported within the appropriate ability group as these interventions are driven by ability grouping.

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.

Focus on priority standards to increase proficiency
Provide teachers with support with priority standards
Identify focus groups of students for small group instruction
Monitor progress the implementation of instructional supports.

Person Responsible	Shawn Platts (plattss@duvalschools.org)

Implementation support UFLI in grades K-2
Implementation support Corrective Reading in grades 3-5
Implementation support LLI for tier 2 and 3 in grades 3-5
Provide teachers with support with priority standards

Person Responsible	Jessica Hinkle (hinklej@duvalschools.org)

#2. 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.**	Refer to the Standards-Based Instruction Continuum: (We are focusing on standards based instruction to increase student outcomes) Rate WAES based on where we are: Based on the Standards-Based School Continuum: Calibrated Administration: TBD At this time, the Principal and Assistant Principal have had only 3 days working together and have not yet had the opportunity to calibrate. Collaborative Administration: TBD Refer to comment above Standards-based Planning: Moderate The standard is the key focus of the planning process. Conversation around the standard is limited or surface level. Based on the instructional review, the instructional delivery was rated a slight majority (Level 3), where instruction matched the posted standard, instructional materials were aligned to grade level standards and tasks were aligned to grade level standards. Assessing student learning was rated a vast majority (Level 1), where tasks did not allow students to show mastery, lack of testing equivalent experience or assessment of student learning was not evident. Aligned Observations: Moderate The trend data shows minor improvement in alignment.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	100% of our teachers will engage in successful standards based instruction planning procedures through Professional Learning Communities and Common Planning using data from the SWT.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Calibrated Administration: Walkthroughs will be conducted weekly to ensure that administrators are calibrated in most instances. Some subject areas may have more

disparity than others based on administrative experience.
A minimum of 2 calibrated walkthroughs will be conducted weekly.
Collaborative Administration: Administrators will meet regularly to discuss alignment
findings. Conversations will produce actionable next steps. Administrators will meet weekly
with the Instructional leadership team to discuss next steps.
Standards-Based Planning: Common planning will occur weekly across grade levels and
content areas

Person responsible for monitoring outcome:	Shawn Platts (plattss@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	As expressed in the Opportunity Myth, schools need to ensure students are receiving instruction that is standards based and on grade level so that students are exposed to standards aligned instruction, tasks and assessments. Creating a master schedule which allows teachers to have common planning times as a grade level and/or content area to focus on planning for standards based instruction. Creating a master schedule which allows teachers to have PLCs to focus on instructional intent, instructional opportunity and data. Provide time within the school day to schedule classroom walkthroughs that include aligned observations so that the trend data shows there is consistent alignment.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	As expressed in the Opportunity Myth, schools need to ensure students are receiving standards aligned and grade appropriate instruction, so they are prepared to face assignments designed by the state and the next year's progression of standards.

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.

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:
1. On-going professional development that allows teachers to align teaching and learning to standards

based instruction and assessments
2. Weekly walkthroughs by Administration using the SWT tool for calibrated administration

Person Responsible   Shawn Platts (plattss@duvalschools.org)

1. Weekly collaborative planning time for collaborative administration
2. Weekly common planning for standards-based planning for teachers, coaches and staff
3. Analyze trend data weekly to show there is consistent alignment.

Person Responsible   Jessica Hinkle (hinklej@duvalschools.org)

1. On-going professional development that allows teachers to align teaching and learning to standards based instruction and assessments
2. Weekly walkthroughs by Administration using the SWT tool for calibrated administration

Person Responsible   Vikki Corey (coreyv@duvalschools.org)

#3. Positive Culture and Environment specifically relating to Parental Involvement	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	According to the 5 Essentials survey data, "schools that are at or above the benchmark on 3 or more of the 5 Essentials are 10 times more likely to improve than schools that are below benchmark." Involved Families was the lowest category reported with the following score of an 8. Based on the comparison to the benchmark, WAES is very weak on this measure.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Parental involvement will increase by providing families with options (time of day, type of event, who can attend in the event a parent/ guardian can not) to actively engage in school-related events that support academic success for students. If student focused events are scheduled through out the school year, then parent involvement in school will increase. 41% of the teacher responses indicated that some of the parents attended parent-teacher conferences when requested. 66% of the teacher responses indicated that none of the parents volunteered time to support the school in classrooms, help with school/center-wide events. 66% of the teacher responses indicated that some of the parents contacted the teachers about their child's performance. 50% of the teacher responses indicated that some of the parents responded to their suggestions for helping their child. Monitoring: Through the Title 1 Parent Family Engagement Plan parents will be given the opportunity to engage in building a relationship between home and school. The PFEP events include: Welcome to Woodland Acres Parents will be introduced to the points of contacts as well as the day to day procedures and expectations of WAES. With this knowledge, parents will have a better understanding about the day to day workings of the school and who they can contact if they have any questions. Parent Academy: Attendance Matters Parents will hear from Parent Academy about the importance of attendance and attending school.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Will be monitored via the annual 5Essentials Survey.

Person responsible for monitoring outcome:	Shawn Platts (plattss@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	According to waterford.org, (https://www.waterford.org/education/how-parent-involvmentleads-to-student-success/), the best predictor of student success is the extent to which families encourage learning at home and involve themselves in their child's education.[1] Teachers who focus on parent engagement often see a profound change in their classrooms. The more parents involved in their children's education, the better their entire class's motivation, behavior, and grades become.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Through the implementation of parental involvement activities throughout the school year, we will have an opportunity to provide parents with additional resources that can leveraged at home to provide students with additional academic supports beyond the normal school day.

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.

We will continue to offer virtual meeting attendance options—due to Pandemic.
After reviewing feedback during the Developmental Meeting, we will continue to offer more virtual events and balance with in person events.

Person Responsible	Shawn Platts (plattss@duvalschools.org)

We will offer technology based training that can be replicated at home.
We will continue to use multiple language strategies to reach more non-English speaking parents.

Person Responsible	Vikki Corey (coreyv@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.

According to the National School Climate Center, "empirical research has shown that wen school members feel safe, valued, cared for, engaged, wood respected, learning measurably increases, and staff satisfaction and retention are enhanced."
Positive relationships that fulfill the school's mission and support the needs of students are build with

parents, families and other community stakeholders throughout the year. The school will provide full opportunities for participating in parent and family engagement activities for all parents, families and community stakeholders by communicating the purpose of the event effectively as well as providing flexibility as it relates to when activities/events are held to ensure we can capture as many stakeholders as possible.

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

WAES has many partnerships throughout the community of Jacksonville. Currently, the school is partnered with two faith based partners: Destination Church and Impact Church
Destination Church provides many needs for our students to support the well-being of the child as well as academic success. Destination Church has provided clothes for students that need them throughout the school day. They also hold a coat drive in the winter that do not have protection from the cold temperatures. The church provides holiday gifts for students in December.
Blessing in a Backpack has also partnered with WAES. This program will provide 200 meals per week to some of our most neediest students, so that they will have food to eat over the weekend.
WAES is also a Professional Development School for the University of North Florida. This partnership provides many opportunities for teacher and student growth. UNF students complete field experiences, course work and internships on campus. Through these programs, students are provided tutoring and tiered interventions.
Through being a Professional Development School, Main Street America, Inc. has provided a supply drive, monthly tutoring, a book drive and a 5th grade field trip experience to their business headquarters.