
Table of Contents

| | |
|---|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 10 |
| Planning for Improvement | 18 |
| Positive Culture & Environment | 24 |
| Budget to Support Goals | 25 |

Mamie Agnes Jones Elementary School

700 ORANGE AVE, Baldwin, FL 32234

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

Demographics

Principal: Katherine K IR Kland

Start Date for this Principal: 7/1/2018

| | |
|--|--|
| 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 |
| 2020-21 Title I School | Yes |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2020-21 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 Multiracial Students White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: C (52%) 2017-18: B (61%) 2016-17: C (46%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northeast |
| Regional Executive Director | Cassandra Brusca |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | |

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 10 |
| Planning for Improvement | 18 |
| Title I Requirements | 0 |
| Budget to Support Goals | 25 |

Mamie Agnes Jones Elementary School

700 ORANGE AVE, Baldwin, FL 32234

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

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2020-21 Title I School | 2020-21 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 | 36% |

School Grades History

| | | | | |
|-------|---------|---------|---------|---------|
| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| Grade | | C | C | B |

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Every student is inspired and prepared for success in college or a career, and life.

Provide the school's vision statement.

At Mamie Agnes Jones Elementary, our vision is to ensure students show leadership qualities and character to reach their maximum academic growth through rigorous standards and the use of individual goal setting.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|-----------------|---------------------|---|
| Lee, Marianne | Principal | Review school-wide student performance data through monthly meetings, monitor implementation of three tiered interventions and student data, identify further professional development needs. |
| Pinter, Marissa | Assistant Principal | Review school-wide student performance data through monthly meetings, monitor implementation of three tiered interventions and student data, identify further professional development needs. |
| Piper, Colette | Teacher, K-12 | Review school-wide student performance data through monthly meetings, monitor implementation of three tiered interventions and student data, identify further professional development needs. |
| Wilms, Kelli | Teacher, ESE | Provide perspective to the team how the academic and ESE plans for the school are implemented for our most struggling students who have been identified as ESE. She also shares new information learned with her ESE peers. |

Demographic Information

Principal start date

Sunday 7/1/2018, Katherine K IR Kland

Number of teachers with a 2019 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.*

Number of teachers with a 2019 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.*

Total number of teacher positions allocated to the school

16

Total number of students enrolled at the school

325

Identify the number of instructional staff who left the school during the 2020-21 school year.

6

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

5

Demographic Data

Early Warning Systems

2021-22

The number of students by 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 | 44 | 48 | 53 | 56 | 54 | 55 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 310 |
| Attendance below 90 percent | 6 | 16 | 16 | 19 | 14 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 101 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 7 |
| Course failure in Math | 3 | 3 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 23 | 0 | 0 | 40 | 0 | 0 | 0 | 0 | 0 | 63 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 47 | 0 | 0 | 67 | 0 | 0 | 0 | 0 | 0 | 114 |
| 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 | |
| | 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 | |
| | 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 | |
| | 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 | |
| | 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 | 3 | 17 | 32 | 24 | 23 | 42 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 141 |

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 | 0 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Date this data was collected or last updated

Friday 7/30/2021

2020-21 - As Reported

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 | 56 | 59 | 53 | 56 | 65 | 52 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 341 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions | 1 | 1 | 3 | 5 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |
| Course failure in ELA | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in Math | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 4 | 8 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 3 | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |

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 | 36 | 41 | 27 | 30 | 36 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 199 |

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 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

2020-21 - Updated

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 | 56 | 59 | 53 | 56 | 65 | 52 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 341 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 1 | 1 | 3 | 5 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |
| Course failure in ELA | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in Math | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 4 | 8 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 3 | 5 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |

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 | 36 | 41 | 27 | 30 | 36 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 199 |

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 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| 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 | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 44% | 50% | 57% | 54% | 50% | 56% |
| ELA Learning Gains | | | | 55% | 56% | 58% | 58% | 51% | 55% |
| ELA Lowest 25th Percentile | | | | 48% | 50% | 53% | 67% | 46% | 48% |
| Math Achievement | | | | 59% | 62% | 63% | 65% | 61% | 62% |
| Math Learning Gains | | | | 64% | 63% | 62% | 68% | 59% | 59% |
| Math Lowest 25th Percentile | | | | 36% | 52% | 51% | 58% | 48% | 47% |
| Science Achievement | | | | 56% | 48% | 53% | 60% | 55% | 55% |

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 |
| 03 | 2021 | | | | | |
| | 2019 | 42% | 51% | -9% | 58% | -16% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 39% | 52% | -13% | 58% | -19% |
| Cohort Comparison | | -42% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 41% | 50% | -9% | 56% | -15% |
| Cohort Comparison | | -39% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 40% | 61% | -21% | 62% | -22% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 63% | 64% | -1% | 64% | -1% |
| Cohort Comparison | | -40% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 60% | 57% | 3% | 60% | 0% |
| Cohort Comparison | | -63% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 50% | 49% | 1% | 53% | -3% |
| Cohort Comparison | | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

District Progress Monitoring Assessments that are given at the end of each 9 weeks . I-Ready diagnostics are given three times a year to monitor the progress of K-2 students.

| Grade 1 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 7 | 20 | 57 |
| | Economically Disadvantaged | 8 | 11 | 47 |
| | Students With Disabilities | 0 | 0 | 67 |
| | English Language Learners | 0 | 0 | 67 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 5 | 20 | 47 |
| | Economically Disadvantaged | 3 | 8 | 45 |
| | Students With Disabilities | 0 | 10 | 50 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 2 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 16 | 46 | 62 |
| | Economically Disadvantaged | 17 | 46 | 54 |
| | Students With Disabilities | 0 | 0 | 33 |
| | English Language Learners | 0 | 0 | 50 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 20 | 40 | 74 |
| | Economically Disadvantaged | 24 | 35 | 69 |
| | Students With Disabilities | 0 | 13 | 56 |
| | English Language Learners | 0 | 0 | 50 |

| Grade 3 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 10 | 12 | 14 |
| | Economically Disadvantaged | 10 | 3 | 6 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 24 | 20 | 20 |
| | Economically Disadvantaged | 19 | 13 | 10 |
| | Students With Disabilities | 0 | 13 | 0 |
| | English Language Learners | 0 | 1 | 0 |

| Grade 4 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 17 | 29 | 15 |
| | Economically Disadvantaged | 12 | 20 | 10 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 24 | 13 | 37 |
| | Economically Disadvantaged | 17 | 0 | 30 |
| | Students With Disabilities | 6 | 11 | 23 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 5 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 25 | 24 | 34 |
| | Economically Disadvantaged | 16 | 21 | 28 |
| | Students With Disabilities | 25 | 17 | 25 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 15 | 19 | 22 |
| | Economically Disadvantaged | 16 | 19 | 19 |
| | Students With Disabilities | 0 | 17 | 8 |
| | English Language Learners | 1 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | 44 | 43 | 30 |
| | Economically Disadvantaged | 39 | 42 | 24 |
| | Students With Disabilities | 42 | 45 | 25 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |

Subgroup Data Review

| 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 | 24 | 46 | | 46 | 69 | | 33 | | | | |
| BLK | 50 | 62 | | 43 | 38 | | 27 | | | | |
| HSP | 50 | | | 75 | | | | | | | |
| MUL | 50 | | | 42 | | | | | | | |
| WHT | 55 | 71 | | 72 | 77 | | 57 | | | | |
| FRL | 44 | 63 | 45 | 57 | 67 | 70 | 40 | | | | |
| 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 | 22 | 38 | | 41 | 48 | | | | | | |
| BLK | 29 | 41 | | 25 | 35 | | | | | | |
| HSP | 50 | | | 75 | | | | | | | |
| MUL | 30 | | | 60 | | | | | | | |

| 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 |
| WHT | 47 | 59 | 44 | 65 | 68 | 33 | 73 | | | | |
| FRL | 33 | 56 | 53 | 45 | 54 | 29 | 44 | | | | |
| 2018 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 2016-17 | C & C Accel 2016-17 |
| SWD | 35 | 46 | 50 | 59 | 59 | 55 | 44 | | | | |
| BLK | 45 | 63 | | 57 | 65 | | | | | | |
| WHT | 55 | 56 | 60 | 65 | 68 | 57 | 53 | | | | |
| FRL | 50 | 59 | 71 | 63 | 67 | 56 | 63 | | | | |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 59 |
| 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 | 414 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 100% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 44 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| 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% | |
| Native American Students | |
| Federal Index - Native American Students | |

| 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% | |
| 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% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 44 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| 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% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | 46 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| 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% | |
| White Students | |
| Federal Index - White Students | 66 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 55 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

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?

4th Grade ELA has shown a pattern of needing intervention and intensive work. This year, writing was a major struggle as a novice teacher was new to the school. Students with disabilities continue to struggle as our learning gains in the lowest performing quartile didn't show improvement like the overall gains students in ELA. Math was a bright spot in our data from Spring 2021. Science is also an area in which we could improve our summative results. Using Title One funds, we are purchasing science speed bags and adding a science resource rotation by our full-time media specialist.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

4th Grade ELA, improvement in writing.

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

Learning new curriculum for a first year teacher. Lack of having substitutes available to provide training to teachers and provide collaboration time for analyzing student work. Students didn't have any background knowledge in attacking the prompt, which took additional instructional time to teach in 4th grade. Attacking the prompt is typically taught in 3rd grade during the last 9 weeks of school.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our overall gains in reading and math showed the most improvement.

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

Conducting PLCs with a focus on standards-based learning arcs were helpful in looking at student work, data, and determining what the expectations of the standard are. Developing assessments to determine if they were fully aligned was a major factor in helping teachers know what specifically to teach, what academic language to use and explain, In addition, the consistent usage of Acaletics for multiple years now has helped with gains in math.

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

Focus on writing in 4th grade and small group instruction for closing gaps. Instructional rounding needs to be brought back so teachers can learn from each other. Also, looking at student work on all grade levels needs to be regular practice in Early Dismissal sessions.

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.

Training on Writer's Workshop; Instructional rounding to coach the observers watching a highly effective writing teacher. Training on science depth of knowledge in questioning.

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

We are adding a full-time media specialist to provide literacy support to all PreK-5 ELA classrooms. Stronger readers also build strong mathematicians and scientists. In addition, we have purchased science speed bags for small group work and high engagement using hands-on activities. Hopefully, this will assist with our science scores in 2022.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Our students in 20-21 scored 54 % proficiency in English-Language Arts in grades 3-5. Our overall reading gains were 67%. 43% of our students in our LPQ group made a year's growth on the Spring 2021 FSA Test. The data reflected that 4th grade reading only scored 44% proficiency, which is significantly below the standard expectation of 62%. There was a distinct pattern in the writing scores of students in 4th grade that were also below standard.

Measurable Outcome: 62% of our students will achieve proficiency in grades 3-5 on the Spring 2022 FSA ELA Assessment. At least 50% of our LPQ students will make at least one year's growth on the Spring 2022 FSA ELA Assessment. Continue to achieve at least 62% of overall reading gains on the Spring 2022 FSA ELA Assessment.

Monitoring: Our school will use the district's Progress Monitoring Assessments three times a year (after each 9 weeks). In addition, scrimmage scores will be monitored during the final weeks leading up to FSA testing.

Person responsible for monitoring outcome: Marianne Lee (leem3@duvalschools.org)

Evidence-based Strategy: Deepen implementation of Corrective for our SWDs and student subgroups that fall below the 41% Federal Index minimum. Consistent monitoring of standards-based summative assessments for all students. Guided Reading texts will be used for small groups not in corrective grouping.

Rationale for Evidence-based Strategy: Direct Instruction is a state-approved intervention for students who are struggling with reading phonics, fluency and basic comprehension.

Action Steps to Implement

Observations on Corrective reading to ensure fidelity on all parts

Person Responsible Kelli Wilms (farrok@duvalschools.org)

Participate in Coaching Learning Cycle with teachers on the importance of student discourse using various engagement strategies.

Person Responsible Marianne Lee (leem3@duvalschools.org)

Using Title I funds, utilize the the services of a reading interventionist to meet students' reading gaps using Direct Instruction and Guided Reading for comprehension support. The interventionist will support students in grades K-5.

Person Responsible Colette Piper (piper@duvalschools.org)

#2. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale: B.E.S.T. Standards were partially implemented in Kindergarten and 1st grade during the 2020-21 school year. This year, K-2 will implement the B.E.S.T. Standards throughout the year.

Measurable Outcome: Students will be able to perform with a 70% mastery on standards aligned summative assessments on the B.E.S.T. standards throughout the 2021-22 school year.

Monitoring: Ongoing progress monitoring through district provided summative assessments and I-Ready diagnostics.

Person responsible for monitoring outcome: Marianne Lee (leem3@duvalschools.org)

Evidence-based Strategy: Use PLCs to provide training on marked how the standards are laid out and how the appendix items will help guide with data norms. Use information provided at the FLDOE Summer Literacy Conference and the district based BEST K-2 ELA and math trainings.

Rationale for Evidence-based Strategy: Understanding grade level expectations help teach with beginning with the end in mind (UbD strategy). This will assist us with understanding the depth of the standard, how instruction and assessment should be aligned to the standards.

Action Steps to Implement

Provide teachers with copies of the B.E.S.T. Standards. Provide training on the layout of the text and how to quickly find resources embedded in the document Include the full-time media specialist on the training so this teacher is able to support instruction in media classes.

Person Responsible Marianne Lee (leem3@duvalschools.org)

During weekly PLCs, review focus standard and those supporting standards that teachers will focus on. Align assessments and instructional delivery with the focus standard. During subsequent sessions, review how students performed on the focus standard assessment. Media specialist will have access to PLC documents so he will know what focus standards to work on during media resource class.

Person Responsible Marianne Lee (leem3@duvalschools.org)

Using Title I funds, supplement the .5 media specialist position to make it a full-time media position. By adding this additional time, the media specialist will be able to teach the media class based on the focus standard in K-2. In addition, this teacher will provide additional small group teaching support.

Person Responsible Marianne Lee (leem3@duvalschools.org)

Provide interactive monitors in classrooms to support engaging instruction of the B.E.S.T. Standards in K-2 and LAFS in 3-5. Students will have the opportunity to interact with the text in a visual way versus just in the workbook or text provided.

Person Responsible Marianne Lee (leem3@duvalschools.org)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Our students in 2020-21, scored 64% proficiency in math. 71% of our students made at least one year's learning gains. This is a great increase from the 2018-2019 school year. During the school year, it was noted that students were struggling with automaticity of fact which slowed their problem solving.

Measurable Outcome: Our students will continue to score 64% or better on FSA Math Assessment and will have at least 65% overall gains on the FSA Math Assessment by Spring 2022.

Monitoring: The leadership team will monitor weekly use of Reflex Math with students in grades 2-5 using the program ("Getting Green") at least 2-3 times per week. Data will be shared every Monday at Leadership Meetings.

Person responsible for monitoring outcome: Marissa Pinter (pinterm1@duvalschools.org)

Evidence-based Strategy: Reflex Math will be added to the math center rotation and for home learning.

Rationale for Evidence-based Strategy: Students have been struggling with fluency of basic math facts. Research supports the need for students to have automaticity of facts to be strong mathematicians. Reflex Math has a proven track record of students gaining their math facts quickly in an engaging delivery mode. In addition, students need to work on the conceptual nature of math as well as rote memorization of fact. Therefore, consistent monitoring of daily lessons.

Action Steps to Implement

Using Title I funds, the school will purchase a year-long subscription to Reflex Math. Training will be provided to teachers who have not had experience with Reflex Math.

Person Responsible: Colette Piper (piperco@duvalschools.org)

Institute initiatives for students who master their addition/subtractions facts and/or their multiplication/division facts. Students will be awarded their "dog tags" during the monthly Pow Wow school data celebrations.

Person Responsible: Marianne Lee (leem3@duvalschools.org)

Use Standards Mastery and District lesson checks per standard to monitor which students need additional support in small group. Continue Dr. Greene's Math Challenge (during scrimmage period), to push the 4 standards (over 4 weeks time) that will provide the most gain for students on FSA.

Person Responsible: Marissa Pinter (pinterm1@duvalschools.org)

Participate in Coaching Learning Cycle with teachers on the importance of student discourse using various engagement strategies.

Person Responsible: Marissa Pinter (pinterm1@duvalschools.org)

Provide interactive monitors in classrooms to support engaging instruction of the B.E.S.T. Standards in K-2 and MAFS in 3-5. Students will have the opportunity to interact with the text in a visual way versus just in the workbook or text provided.

Person Responsible Marissa Pinter (pinterm1@duvalschools.org)

#4. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale: While our discipline data has improved since the 2018-2019 school year, we still have a gap in equity in academic performance for all students. In our Black and our Students with Disabilities subgroups, are students fall below the threshold required of ESSA. Increasing our strategies in meeting the needs of these subgroups could be beneficial to increase academic performance in said subgroups.

Measurable Outcome: Using pre and post data, determine an increase on the rubrics found in "Culturally and Linguistically Relevant Strategies" by Dr. Hollie. Our goal is to find a 20% increase in the number of classrooms that are implementing practices as found in his text.

Monitoring: Instructional Rounding using the rubrics found in the professional text, Culturally and Linguistically Relevant Strategies by Dr. Hollie will determine the pre and post data for implementation of his CLR practices.

Person responsible for monitoring outcome: Marianne Lee (leem3@duvalschools.org)

Evidence-based Strategy: Implement CLR strategies as found in the professional text, Culturally and Linguistically Relevant Strategies by Dr. Hollie.

Rationale for Evidence-based Strategy: In our Black and our Students with Disabilities subgroups, are students fall below the threshold required of ESSA. Increasing our strategies in meeting the needs of these subgroups could be beneficial to increase academic performance in said subgroups.

Action Steps to Implement

Purchase the text Culturally and Linguistically Relevant Strategies by Dr. S. Hollie for the leadership team. During a recent presentation, Dr. Hollie suggested that we begin on Chapter 8. The team will read the chapters assigned each month and have discussion on how we will present to the faculty during Early Dismissal sessions throughout the school year.

Person Responsible Marianne Lee (leem3@duvalschools.org)

Share strategies found in each chapter with the faculty. Refer to the rubrics and resources found in the back of the text that are appropriate for each chapter presented.

Person Responsible Colette Piper (piper@duvalschools.org)

Participate in Instructional Rounds using the rubrics in all classrooms with the leadership team to gain perspective in our pre-intervention data (pre-training). At the end of the year, conduct a subsequent instructional round using the same rubric in all classrooms to determine growth as a post assessment after training has been provided.

Person Responsible Marissa Pinter (pinterm1@duvalschools.org)

Share pre & post data with the faculty at the end of the year. Get faculty reflections on what new CLR strategies teachers will implement in the 2022-2023 school year.

Person Responsible Marianne Lee (leem3@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Mamie Agnes Jones Elementary School reported 0.5 incidents per 100 students. (Average school count 340 students). Our school ranked 712 out of 1,395 incidents in the state of Florida. In Duval County, our school ranked 41 out of 97 public elementary schools. Our school is ranked in the green for lack of property incidents and drug/public order incidents. In the 2018-2019 school year, our suspension rate was extremely high in comparison for violent incidents. Our state rank was 1224 out of 1395. Our county rank was 79 out of 126. This was due to amount of suspensions per 100 students. We had 10.1 suspensions per 100 students, with a total of 37 suspensions.

Since this data is from 2019, our school has decreased the amount of referrals we have had. During the 2019-2020 school year, we had 82 referrals, which was a decrease of 94 referrals (2018-2019 data: 176); During the 2020-2021 school year, we had 48 referrals. Each year, we are getting better at managing behavior and keeping students in the classroom learning. As referrals went down, academic performance has begun to increase. By continuing to work on becoming a PBIS Model School, the strategies reviewed (like CHAMPS) and by integrating some Culturally Responsive Teaching practices, we should continue to see our referral data improve as well as academic performance.

Part IV: 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 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.

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

During 2020-2021 school year, our school had a theme of "Sprinkle Kindness Like Confetti". This message was intentional as we knew our students who were returning to school after COVID-19 shutdown would need to be re-socialize within the school structure. Intentionally, teachers and staff built a classroom culture of kindness with posters, kind gestures, and spotlights of kindness. White boards were placed outside of every classroom teacher's door in order for anyone to provide "words of kindness" to students. As a part of our data monitoring and accountability piece, we have a monthly Pow Wow, which includes setting expectations for high academic goals and celebrating when students meet their goals. Students are encouraged to clap for their classmates, friends and family members. Students get to ring a bell when they have met their goal, which they love. In addition, we have our monthly Student of the Month cupcake party with the principal. Teachers get to select the student that shows the character trait of the month and these

students are also recognized at the Pow Wow.

PBIS is also a big participant in our positive school culture. We honor our students by having Tomahawk Bucks in which students who earn them (by great character deeds) can go to the PBIS Store to spend it on the items they would like to have. Our school has a monthly PBIS meeting with stakeholders where strategies and solutions are discussed with a plan to implement. This year, one goal is to apply and receive the status of a PBIS Model School.

During the 2020-2021 school year, our school implemented the first year of Calm Classroom. Calm Classroom is a great resource in which students have 3 opportunities during the day to take a moment to breathe deeply and reflectively. It seemed to be a success with the reduction of behavior referrals, especially in the first half of the school year. In 2021-2022, we are going through the Calm Classroom Year 2 training modules to deepen our practice.

We use the 5 Essentials survey from the University of Chicago to reflect and determine next steps in building a strong academic culture. During preplanning, we discuss what the data shows us, what improvements have been made and what steps we should take next. Over the last 2 years, we have improved our rating to a school that is "organized" for learning and shown improvement in 4 out of the 5 categories.

Finally, our community is a big part of having a positive school culture. This year, due to COVID, we held all of our Title I Parent Nights outside. The first one was the Kindness Kar-Nival. This event combined a need in the community that did not have any fall family events (like Trunk or Treat) and added our "kindness" theme by adding activities at every "drive thru" station. We had over 200 cars come through our drive way that night and was a wonderful success. We had parents and community members to share their appreciation for such a night. Our goal was to give families activities to help teach about kindness and positive sayings to each other.

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

- Marianne Lee - Principal (guides planning and provides resources to teachers; Facilitator for Calm Classroom; monitor data from 5 Essentials survey; Pow Wow)
- Marissa Pinter - Assistant Principal (facilitates PBIS meetings, Title I monitoring and scheduling)
- Grace Wilhelm - School Counselor (coordinated all of the Kindness Kar-Nival activities)
- All teachers - (provide support to families and facilitate stations at events; implement Calm Classroom activities in their own classes; provide feedback on the 5 Essentials survey and PBIS Team feedback;

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

| | | | | | | |
|----------|---------------|---|---|-----------------|-----|--------------------|
| 1 | III.A. | Areas of Focus: Instructional Practice: ELA | | | | \$67,021.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 5100 | 130-Other Certified Instructional Personnel | 2361 - Mamie Agnes Jones Elementary School | Title, I Part A | | \$67,021.00 |
| | | | <i>Notes: Purchase of an interventionist to conduct reading groups with our most intensive students using Direct instruction and Guided Reading materials</i> | | | |
| 2 | III.A. | Areas of Focus: Instructional Practice: B.E.S.T. Standards | | | | \$32,112.95 |

| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
|----------|---------------|--|--|-----------------|---------------|---------------------|
| | 6200 | 130-Other Certified Instructional Personnel | 2361 - Mamie Agnes Jones Elementary School | Title, I Part A | | \$32,112.95 |
| | | | <i>Notes: Supplementing the half-time media specialist position will allow students to have supplemental instruction on the focus standards teachers are working on. The media specialist will also use the instructional technology provided to provide engaging instruction on the focus standards determined during PLCs.</i> | | | |
| 3 | III.A. | Areas of Focus: Instructional Practice: Math | | | | \$39,314.16 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 5100 | 369-Technology-Related Rentals | 2361 - Mamie Agnes Jones Elementary School | Title, I Part A | | \$3,295.00 |
| | | | <i>Notes: Reflex Math is being purchased to support development of math facts in addition/subtraction and multiplication/division.</i> | | | |
| | 5100 | 640-Furniture, Fixtures and Equipment | 2361 - Mamie Agnes Jones Elementary School | Title, I Part A | | \$36,019.16 |
| | | | <i>Notes: Adding interactive flat panel systems will allow teachers to provide very engaging instruction that students will be able manipulative (like virtual manipulatives, Embarc lessons, etc...)</i> | | | |
| 4 | III.A. | Areas of Focus: Culture & Environment: Equity & Diversity | | | | \$0.00 |
| | | | | | Total: | \$138,448.11 |