Ruth N. Upson Elementary School

2022-23 Schoolwide Improvement Plan

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Ruth N. Upson Elementary School

1090 DANCY ST, Jacksonville, FL 32205

http://www.duvalschools.org/upson

Demographics

Principal: Faith Roberts Graham

Start Date for this Principal: 8/4/2020

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)	99%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (69%) 2018-19: B (58%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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1090 DANCY ST, Jacksonville, FL 32205

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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	99%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

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

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 Ruth N. Upson Elementary School is to engage, empower and educate students to achieve their potential in the global community.

Provide the school's vision statement.

The vision of Ruth N. Upson Elementary School is to inspire and provide opportunities for every student to think, to learn, to achieve, and to become a better person in our global community.

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
Roberts, Faith	Principal	The Principal's job and responsibilities include monitoring instruction, analyzing student data (cognitive and non-cognitive), providing individualized and prescriptive professional development for teachers and support staff members. In addition to these responsibilities, the principal is responsible for increasing student achievement, ensuring managerial operations are effective and consistent. The principal will also, work collaboratively with stakeholders and community members with securing business partners.
Stallings, Katherine	Reading Coach	Assist in the school-wide implementation of standards based instruction by coaching, training, and supporting classroom teachers. Participate in the development and facilitation of learning communities for the purpose of professional study and collaborative work. Help teachers understand state and district mandates, the rationale, and how these mandates support improved student achievement. Assist teachers in analyzing school, class, and student data to develop appropriate improvement plans at all levels aligned with district expectations. Participate on the school leadership team to support the school's progress in meeting the District Framework expectations and problem-solve solutions to academic challenges. Participate in professional development opportunities to develop content knowledge and coaching skills to facilitate adult learning. Perform other responsibilities assigned by the principal to support the implementation of standards-based instruction.
Adkins, Stacey	Math Coach	Assist in the school-wide implementation of standards based instruction by coaching, training, and supporting classroom teachers. Participate in the development and facilitation of learning communities for the purpose of professional study and collaborative work. Help teachers understand state and district mandates, the rationale, and how these mandates support improved student achievement. Assist teachers in analyzing school, class, and student data to develop appropriate improvement plans at all levels aligned with district expectations. Participate on the school leadership team to support the school's progress in meeting the District Framework expectations and problem-solve solutions to academic challenges. Participate in professional development opportunities to develop content knowledge and coaching skills to facilitate adult learning. Perform other responsibilities assigned by the principal to support the implementation of standards-based instruction.
Nettles, Tess	Assistant Principal	The Assistant Principal's job and responsibilities include monitoring instruction, analyzing student data (cognitive and non-cognitive), providing individualized and prescriptive professional development for teachers and support staff members. In addition to these responsibilities, the AP is responsible for increasing student achievement, ensuring managerial operations are effective and consistent. The AP will also, work collaboratively with stakeholders and community members with securing business partners.

Name	Position Title	Job Duties and Responsibilities
Smith, Arianne	School Counselor	The Guidance Counselor's job and responsibilities include providing counseling support to students, teaching classroom guidance lessons, facilitating MRT meetings, provide crisis intervention, provide A.L.E.R.T. training to staff, processing referrals (i.e. gifted, 504, speech).

Demographic Information

Principal start date

Tuesday 8/4/2020, Faith Roberts Graham

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.*

2

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.*

6

Total number of teacher positions allocated to the school

18

Total number of students enrolled at the school

366

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

2

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

2

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	51	55	47	66	61	64	0	0	0	0	0	0	0	344
Attendance below 90 percent	0	0	0	1	3	0	0	0	0	0	0	0	0	4
One or more suspensions	0	0	0	1	3	0	0	0	0	0	0	0	0	4
Course failure in ELA	0	3	0	0	0	1	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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	

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	1	1	3	6	0	0	0	0	0	0	0	14

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 7/25/2022

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	44	44	56	75	62	54	0	0	0	0	0	0	0	335
Attendance below 90 percent	16	14	29	19	26	12	0	0	0	0	0	0	0	116
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	9	20	29	16	28	9	0	0	0	0	0	0	0	111
Course failure in Math	6	1	4	1	4	1	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	9	20	29	16	28	9	0	0	0	0	0	0	0	111

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	1	4	18	32	28	14	0	0	0	0	0	0	0	97

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	1	1	2	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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	44	44	56	75	62	54	0	0	0	0	0	0	0	335
Attendance below 90 percent	16	14	29	19	26	12	0	0	0	0	0	0	0	116
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	9	20	29	16	28	9	0	0	0	0	0	0	0	111
Course failure in Math	6	1	4	1	4	1	0	0	0	0	0	0	0	17
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	9	20	29	16	28	9	0	0	0	0	0	0	0	111

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	1	4	18	32	28	14	0	0	0	0	0	0	0	97

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	1	1	2	0	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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%				65%	50%	57%
ELA Learning Gains	74%						59%	56%	58%
ELA Lowest 25th Percentile	80%						43%	50%	53%
Math Achievement	67%	48%	50%				76%	62%	63%
Math Learning Gains	73%						64%	63%	62%
Math Lowest 25th Percentile	79%						50%	52%	51%
Science Achievement	46%	59%	59%				52%	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	63%	51%	12%	58%	5%
Cohort Comparison		0%				
04	2022					
	2019	66%	52%	14%	58%	8%
Cohort Comparison		-63%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	61%	50%	11%	56%	5%
Cohort Comparison		-66%				

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	74%	61%	13%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	85%	64%	21%	64%	21%
Cohort Comparison		-74%				
05	2022					
	2019	71%	57%	14%	60%	11%
Cohort Comparison		-85%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	50%	49%	1%	53%	-3%
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	57	74	77	70	81	82	21				
BLK	48	72	81	54	74	83	33				
HSP	58			58							
MUL	58			50							
WHT	84	77		85	72		72				
FRL	58	68	75	62	76	78	39				

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	49	77		47	69		58				
BLK	42	63		49	53		40				
WHT	80	96		80	92		92				
FRL	61	79		64	78		65				

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	44	42		64	70		40				
BLK	54	54	43	61	56	44	28				
MUL	57	64		85	80						
WHT	70	58	36	84	69		69				
FRL	62	59	48	72	68	52	42				

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	69
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	484
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	66
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	64
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	58
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	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	78
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	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

As we reviewed the data, we noticed that science proficiency was the greatest decline from 70% to 46% (a large inconsistency across the years).

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

Based on our 2019-2022, our students demonstrated a need for more background knowledge acquired in prior grade levels.

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

Our school will work to incorporate more science lessons to increase engagement and background knowledge among the students. Our students changed curriculum resource, PENDA to Study Island. We will work through the science standards through school PLCs.

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

Our most improved components are the ELA LPQs from 43% to 80% (37% increase) and Math LPQs from 50% to 79% (29% increase).

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

Our contributing factors for the gains were based on PLCs, small group instruction, and guided reading throughout the school.

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

We will need to continue small groups throughout the day and after-school academic enrichment.

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

We will collaborate using the provided curriculum and the DCPS guides to better understand expectations and where our resources are located (locating the DCPS guides). During our Early Release Trainings, we will deliver professional development to our peer teachers based on subject matter and best practices.

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

To ensure the sustainability of improvement for next year and beyond, teachers will provide meaningful small group instruction that focuses on standards based learning.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

#1. Instructional Practice specifically relating to 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.**	Based on the SWT observations conducted last year, our rating decreased this year from 2.8 out of 5 points in 2020-2021 to 2.5 out of 5 points in 2021-2022 in the area of Assessing Student Learning. Our data shows that teachers need to improve in the areas of determining mastery of standards, alignment to the Learning Arc, and alignment to the progress monitoring assessments.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	75% of our core content teachers will engage in successful standards-based planning procedures with a focus on student tasks and assessments. During the planning process, teachers will maintain conversations around standards-based planning ensuring full alignment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This will be monitored through using the SWT data and sharing with the faculty during Early Release Trainings and in our weekly Memo.
Person responsible for monitoring outcome:	Faith Roberts (robertsf@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Instructional delivery ensures that students are exposed to standards-aligned instruction, tasks, and assessments. Evidence will include student work samples and teacher assessments. Student work will be analyzed using the student work protocol. We will be provided feedback, professional development, and support to teachers using data from the SWT Tool.
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, all students need to have greater access to grade-level appropriate assignments. All students, especially those who are behind grade level, need access to instruction that asks them to think and engage deeply with challenging material.

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.

Title I funds will be utilized to purchase supplemental positions, software licenses, academic resources, materials, and supplies for classrooms. List below outline what we spent our funds on this school year.

Positions:
5th grade teacher- To assist with class size.
Reading Interventionist- TO assist with Reading and Science focus
Paraprofessional- to assist with small groups (reading and math interventions)
Tutor-to assist with academic achievement gap among our students
School Librarian-to provide our students with access to STEM and Standard based instruction

Software Licenses
Generation Genius- To help student engagement with science based curriculum
Explore Reflex-to support math achievement gaps

Classroom Materials/Supplies
Storeroom order- to provide students with materials to be successful in class
Acaletics-to support math instruction
Instructional Supplies-to provide supplement materials for students

Katherine Stallings will serve as our DIgital Compliance Facilitator and will ensure all TItle I Funds are used to serve 100% our school population.

Person Responsible   Katherine Stallings (stallingsk@duvalschools.org)

#2. 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.**	Based on our 2022 FSSA data, our students demonstrated a decrease in Science proficiency . Our proficiency rate decreased by 36%, 70% to 46%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If teachers provide targeted standards-based as well as data-driven instruction along with the appropriate interventions and enrichments, we will increase our proficiency in Science by 36%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Through SWT and data analysis of assessments. There will be monthly PLC to focus on science instruction. With Title Funds, Generation Genius will be purchase to provide teachers with engaging lessons for students.
Person responsible for monitoring outcome:	Faith Roberts (robertsf@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers will use resources such as NGSS, Study Island (5th Grade), Legends of Learning, Curriculum materials, school-based science experiments, and any additional evidence-based materials to remediate foundational skills to increase students achievement. We will utilize our STEM Lab.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Students with gaps in their science background knowledge and foundational skills are less likely to demonstrate understanding of science standards and concepts. Students will be given interventions taught through small group instruction or enrichment.

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.

Teacher will analyze previous data from the FSSA Science Assessment and standard-based checks for understanding to identify students in need of support.
Generation Genius Lessons
Monthly meeting with Science Specialist to increase rigor of science content in all classes PreK-5.

Person Responsible	Faith Roberts (robertsf@duvalschools.org)

#3. Positive Culture and Environment specifically relating to 5Essentials Report	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	As an additional school-wide improvement priority, we will focus on increasing our results on the 5Essentials Survey in the area of Supportive Environment. On the previous survey, we scored an average of "neutral" (yellow). Our goal is to improve student peer support for academic work and student-teacher trust.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We will note the gains in our focused areas through the 5 Essential Survey. Based on a comparison to the benchmark in student-teacher trust, an mscore of 55 means that Ruth N. Upson Elementary School is neutral in this measure. Based on a comparison to the benchmark in peer support for academic work, an mscore of 1 means that Ruth N. Upson Elementary School is very weak in this measure.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will focus on cooperative learning using SWT data and strategies. Students will be given a pre and post needs assessment/interest inventory.
Person responsible for monitoring outcome:	Faith Roberts (robertsf@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will work through collaborative learning using the collected monthly data from SWTs. As a grade level, we will review needs/interest forms from students to provide what is desired by the students. Create small group, lunch bunch gatherings during the month and student peer "helpers/tutoring" meetings with other grade levels. We will allow students to group for activities based on interest and desire.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	We will work to determine the needs and interest of our students while incorporating our positive mindset through Growth Mindset strategies. If a students' needs are not met, they will lose interest and engagement.

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.

Teachers will compare pre and post interest forms with grade levels and identify students that are in need of support.

Person Responsible	Faith Roberts (robertsf@duvalschools.org)

Student Council will implement a peer academic support cohort.

Person Responsible	Retha Dixon (viveretter@duvalschool.org)

Positive Culture & Environment

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

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

Our school provides a positive school culture by implementing a coherent shared vision among all stakeholders. This vision allows for all stakeholders to feel that their concerns and opinions are being heard and that they are being treated fairly. The administrative team operates within the concept of an open-door policy, wherein faculty and staff are encouraged to share ideas and/or initiatives freely. Surveys such as the 5Essentials, School Climate Parent Survey, and UChicago Student Survey provide feedback that helps the administration target areas of need related to the climate and culture. Groups such as Leadership Team, Shared Decision Team (PIC), PTA, and Student Council ensure the voice of school-based stakeholders is considered as it relates to instructional needs and/or practices, daily routines and school-wide behavior concerns.

Alignment with the Student Code of Conduct and consistent reinforcement of our classroom discipline processes, procedures and consequences builds trust among all stakeholders that everyone is treated fairly. School-wide implementation of Calm Classroom and the introduction of a B3 Lab will also help promote a positive, student focused environment. B3 is new to our school this year. B3 is a multi-tiered approach to enhancing cognitive
function, motor-skill development, social-emotional wellbeing and sensory needs of students.

Making our school community feel valued is anther way we build a positive school culture. This is done through recognition of students, faculty and staff. Individual students are recognized monthly based on their representation of a character trait. The power of praise promotes an awareness that changes student behaviors and allows others to see how each character trait aligns with our school expectations. Students are also recognized for achievement during our green parties and quarterly awards. Additionally, faculty and staff are recognized by their peers on a weekly basis in a Friday Shout-Out and parents and community members are recognized in our weekly Upson Connection. Building authentic relationships between staff and all stakeholders with a focus on supporting all students directly impacts our school's success. Principal Roberts-Graham also have First Fridays for students. Every month, students are rewarded for their behavior and teachers are given an extra hour and half of instructional planning time. This allow teachers to planning vertically with colleagues in same content area.

Ruth N. Upson will continue to build partnerships with local businesses, faith-based organizations, Catherdal Arts, and non-profit agencies. As businesses and organizations contribute resources to the school, they are recognized in our back to school flyer and weekly parent communication tools via which families are encouraged to support them in turn. These partnerships enable the school to meet the physical, emotional and social needs of the student body.

Additional activities that contribute to our positive school culture include a unifying school theme, multiple spirit days throughout the school year, extracurricular after school programs, participation in community

events such as Murray Hill-o-Ween and family centered events such as Family Reading Night. Lastly, we have a partnership with the Cathedral Arts Project. This year we are using the arts intergration model with our 2nd grade students. Through arts integration, students can connect an art form and a core subject through an engaging and hands-on experience. This process is effective because the arts encourage connections, participation, and engagement and create a joyful and meaningful experience.

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

Principal and AP
Teachers and support staff
Parents
Business partners
Faith-based partners
Students