

Duval County Public Schools

# Jacksonville Heights Elementary School



2022-23 Schoolwide Improvement Plan

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# Jacksonville Heights Elementary School

7750 TEMPEST ST S, Jacksonville, FL 32244

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

## Demographics

**Principal: Candice Glover V**

Start Date for this Principal: 7/8/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2021-22: D (39%) 2018-19: C (41%) 2017-18: C (46%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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# Jacksonville Heights Elementary School

7750 TEMPEST ST S, Jacksonville, FL 32244

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School KG-5</p>	<p><b>2021-22 Title I School</b></p> <p>Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>85%</p>

## School Grades History

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

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<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.**

It is the mission of Jacksonville Heights Elementary to establish a safe and nurturing learning environment that promotes high level, quality instruction and services that meet the needs of the whole child in every classroom, every day.

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

The vision of Jacksonville Heights Elementary is to provide excellence for every student so that they have the skills necessary to become lifelong learners and productive citizens of the 21st century.

### 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	
Glover, Candice	Principal	<ol style="list-style-type: none"> <li>1. Leads, directs, and manages school operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation of school reform initiatives.</li> <li>2. Sets high expectations and standards for the academic and social development of all students. Utilizes data to monitor student achievement aligned to performance expectations.</li> <li>3. Participates in the school performance review process to determine causes of low performance and implements appropriate strategies for school improvement.</li> <li>4. Facilitates professional development of the instructional staff utilizing assessment data and other performance measures. Ensures professional development strategies are aligned and targeted to meet the needs of students in programs.</li> <li>5. Ensures a safe and secure learning environment through the systematic implementation of Positive Behavior Intervention Supports and other appropriate preventive strategies.</li> <li>6. Supervises the school’s instructional program through the evaluation of lesson planning, systematic monitoring of curriculum and instruction, and targeted feedback aligned with the Florida Education Accomplished Practices (FEAPs).</li> <li>7. Develops and encourages positive school/community relations with internal and external stakeholders, and serves as liaison between the school, staff, and the community. Actively engages School Advisory Council, PTSA, volunteers, business partners, civic clubs, and parents to create shared ownership for student and school success.</li> <li>8. Administers managerial functions of the school to include efficient and strategic preparation of the school’s budget in alignment with school performance initiatives, maintenance of the school facility, and other operational functions impacting student learning.</li> <li>9. Performs other duties as assigned.</li> </ol>	
		Assistant Principal	<ol style="list-style-type: none"> <li>1. Monitors the success of all students in the learning environment; aligns the curriculum, instruction, and assessment processes to promote effective student performance; and uses a variety of benchmarks, learning, and expectations feedback measures to ensure accountability for all participants engaged in the educational process.</li> <li>2. Promotes a positive learning culture; provides an effective instructional program; and applies best practices to student learning, especially in the area of reading and other foundational skills.</li> <li>3. Leads, directs, and manages operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation.</li> <li>4. Manages the organization, operations, facilities, and resources. Maximizes use of resources in an instructional organization. Promotes a safe, efficient, legal, and effective learning environment.</li> <li>5. Collaborates with families, businesses, volunteers, and community members; responds to diverse community interests and needs; works effectively within the larger organization; and mobilizes community resources.</li> </ol>



Name	Position Title	Job Duties and Responsibilities
		6. Collects and analyzes data for continuous school improvement. 7. Plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities. 8. Requisitions supplies, textbooks, and equipment; conducts inventories, maintains records, and checks on receipts for such material. 9. Prepares and/or supervises the preparation of all required reporting documents, accounting procedures and budgetary expenditures relative to school operations. 10. Performs other duties as assigned.

### Demographic Information

**Principal start date**

Friday 7/8/2022, Candice Glover V

**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.*

**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.*

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

36

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

615

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

14

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

10

**Demographic Data**

## 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	30%	50%	56%				30%	50%	57%
ELA Learning Gains	46%						49%	56%	58%
ELA Lowest 25th Percentile	33%						44%	50%	53%
Math Achievement	40%	48%	50%				38%	62%	63%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Math Learning Gains	54%						49%	63%	62%
Math Lowest 25th Percentile	41%						46%	52%	51%
Science Achievement	26%	59%	59%				30%	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	26%	51%	-25%	58%	-32%
Cohort Comparison		0%				
04	2022					
	2019	29%	52%	-23%	58%	-29%
Cohort Comparison		-26%				
05	2022					
	2019	30%	50%	-20%	56%	-26%
Cohort Comparison		-29%				

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	24%	61%	-37%	62%	-38%
Cohort Comparison		0%				
04	2022					
	2019	37%	64%	-27%	64%	-27%
Cohort Comparison		-24%				
05	2022					
	2019	48%	57%	-9%	60%	-12%
Cohort Comparison		-37%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	28%	49%	-21%	53%	-25%
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	11	20	17	20	31	8	22				
ELL	20	40		33	74		9				
BLK	24	41	24	32	43	23	8				
HSP	29	52		42	72		38				
MUL	18	20		38							
WHT	45	61		53	63		54				
FRL	27	43	33	35	51	41	26				
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	8	11		10	53						
ELL	14	46		29	62		9				
BLK	20	31	27	27	50	38	9				
HSP	28	47		41	53		20				
MUL	31			40							
WHT	23			37							
FRL	21	32	35	29	55	40	9				
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	14	43	39	22	42	36	7				
ELL	12	31		42	63						
BLK	25	49	47	32	45	43	19				
HSP	35	44		47	59		29				
MUL	53	38		59	62						
WHT	45	56		47	50		64				
FRL	30	49	44	37	48	50	29				

**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?**

Accountability areas regarding reading, math, and science have decreased. Learning gains and LPQ gains have decreased as well.

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

The components that demonstrate the greatest need for improvement are reading and science proficiency.

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

The factors contributing to the the areas needing the most improvement are the lack of teacher knowledge on how to teach students how to read. The lack of teacher knowledge requires a significant amount of coaching. Personnel to do so is limited. ELA and science scores are impacted by the students inability to read and comprehend grade level text and concepts. In addition, many students are lacking the necessary schema to understand fifth grade content knowledge. As a result, fifth grade science teachers have to teach previous grade levels' content, as well as fifth grade content. This makes it difficult for the teacher to teach the entire fifth grade scope and sequence. Based on the data review from, our school will implement the Targeted Element of Standards-aligned Instruction. Standards-aligned Instruction was selected due the adoption of the new B.E.S.T. standards (3-5),

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

The data component that showed the most improvement is science proficiency.

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

Small group differentiated remediation and embedding hands on investigations

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

Science - Strategies that need to be implemented in order to accelerate learning are finding funds to create a permanent stem lab position. In addition, students will get additional science instruction through stem lab which will provide real world connection and give students opportunities to see the connection between the content they are studying and the application of that content in authentic and relevant way. ELA - Within the Targeted Element of Standards-aligned Instruction, our school will focus on the evidence based strategy of Standards-Based Collaborative Planning. Each grade level has a scheduled time in the school's master schedule to meet with their team and administrator. During this time, the team will analyze standards, develop objectives, lesson plan, and use data to create rigorous learning activities; all aligned to BEST standards..

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

Science - Professional development that will be provided includes a deeper understanding of science content through consistent common planning with subject matter experts. Aligned investigations to provide real-world connections and an environment for inquiry-based learning through STEM. Inquiry-

based instruction through STEM will allow students to apply knowledge in new domains, draw connections among ideas, and evaluate and challenge ideas. In addition, science teachers will learn how to schedule their instructional time to ensure small group instruction takes place daily. Professional development on effectively planning for and implementing small group science instruction will take place. ELA - Teachers will receive weekly Common Planning in which the school's Reading Coaches/ Interventionist and Principal will be analyzing and disaggregating data, implementing Learning Scale instruction, so teachers are teaching the depth of the standard, supporting the teachers in implementing quality centers, small group instruction, etc.... We have also designed four-hour Common planning sessions one Saturday per month for lesson planning to ensure teachers are writing and implementing effective lesson plans for quality core delivery of instruction. Teachers will also become familiar with the Standards Based Walkthrough tool that's used to identify quality standards based planning, instruction and assessments.

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

Implementing a STEM lab will ensure students K-5 will get the opportunity to participate in inquiry-based instruction that will improve their ability to apply knowledge in new domains and strengthen reading and math concepts.

**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 Science**

**Area of Focus**

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

In 2018 the proficiency rate was 50% but had been on a steady decline. In 2019 the proficiency rate dropped to 28%; in 2021, it decreased to 15%; and in 2022, it increased to 26%. Students must show a command of scientific concepts and be able to apply real-world connections through inquiry-based instruction. All students from grades K-5 need explicit instruction, interactions with scientific concepts, and real-world connections through stem lessons. Continuous instruction in this area and exposure to aligned STEM lessons will better prepare students and increase student achievement on the Science assessment.

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

At the end of the 2022-2023 school year, 50% of the fifth grade students at Jacksonville Heights Elementary will be proficient in science as evidenced by an achievement level of 3 or higher on the state's science assessment.

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

The area of focus will be monitored through data analysis, walkthroughs, informals, and annual evaluations.

**Person responsible for monitoring outcome:**

Candice Glover (gloverc@duvalschools.org)

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

Students will participate in interactive, engaging STEM lessons that will align the standards with project-based learning to improve students' understanding of science and provide an opportunity to apply the concept to real-world experiences. Students will receive targeted, small-group instruction at least twice weekly. Groups will be flexible as students master content or receive additional remediation on presented content. Supplemental materials like Study Island, Gizmos, and STEM lessons will be used to support science content. Tutoring will utilize STEM lessons, aligned content, and online simulations to apply science concepts. Students will receive embedded science support in ELA classes through additional exposure to aligned articles on Achieve 3000 and other texts.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this**

Additional exposure to aligned text and STEM activities will increase students understanding of science content.

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

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ensure teachers are equipped and comfortable with all strategies listed above. Title I funds will be used to purchase a reading interventionist and STEM lab teacher to collaborate with teachers in effectively implementing literacy in science to improve understanding of science content. Professional Development during early release days, Common Planning, and Saturday planning will be essential for Leadership to support STEM and science teachers with the alignment of project-based learning through STEM lessons and science content. PD topics will be set based on observational data, teacher feedback, and student achievement.

**Person Responsible** Candice Glover (gloverc@duvalschools.org)

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

**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

We are embarking on new content with the new BEST standards. Standards-aligned instruction is foundational to students showing growth and reaching academic goals. Our data indicate that students have minimally increased in ELA and Math with previous standards in the past three years. We must be intentional about goal setting and consistent progress monitoring and hold students to high expectations with the new BEST standards. We will focus on standards-aligned instruction through common planning, setting instructional outcomes, designing coherent instruction (aligning lessons, tasks, and questions to standards and assessments), developing student assessments (aligning formative and summative assessments to standards in rigor/content/form)

The primary role of the Math Interventionist, Reading Interventionist, and STEM lab teacher is to provide additional instructional support to content areas. Additional personnel will provide content teachers with direct instructional support with remediation and increasing student achievement.

In 2018 the proficiency rate was 50% but had been on a steady decline. In 2019 the proficiency rate dropped to 28%; in 2021, it decreased to 15%; and in 2022, it increased to 26%.

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

35% proficiency in ELA  
40% proficiency in Math

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

Common Board Configuration  
Standards Walkthrough Data  
Increased proficiency of school, district and state assessments

**Person responsible for monitoring outcome:**

Candice Glover (gloverc@duvalschools.org)

**Evidence-based Strategy: Describe the**

Within the Targeted Element of Standards-aligned Instruction, our school will focus on the evidence-based strategy of Standards-Based Collaborative Planning. Each grade level has scheduled time in the school's master schedule and one Saturday a month for four hours to meet with their team and administrator. During this time, the team will analyze



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

standards, develop objectives and lesson plans, and use data to create rigorous learning activities aligned with current standards.

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

Collaborating Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback. Standards-Based Collaborative Planning will ensure that teachers use relevant, recent, and aligned resources to plan current lessons to the state standards. This will assist in the execution of Standard-aligned Instruction.

**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.

\*Professional learning communities (PLCs) every Thursday and some Saturdays that focus on designing standards-aligned lessons and strategies for implementing standards-aligned lessons

\*Standards-based walk-throughs and debriefs-leadership team will align weekly on observations, priorities, and next steps.

**Person Responsible** Candice Glover (gloverc@duvalschools.org)

Title I funds will be used to purchase a reading interventionist and math interventionist that will collaborate with teachers in effectively implementing and aligning ELA and Math BEST Standards.

-Title I funds will be used to help purchase supplies that support the alignment of standards-based initiatives

**Person Responsible** Candice Glover (gloverc@duvalschools.org)

Coaching Cycles that provide feedback and facilitate reflective conversations that improve standards-based instruction and standards alignment.

**Person Responsible** Candice Glover (gloverc@duvalschools.org)

**#3. Instructional Practice specifically relating to ELA**

**Area of Focus**

**Description and**

**Rationale:** Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. Based on 2021-22 data, ELA was identified as a critical need. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas. The percentage of students in grades 3-5 below Level 3 on the 2022 statewide English Language Arts assessment is 70%.

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

**Measurable**

**Outcome:**

**State the specific measurable outcome the school plans to achieve.**

Increase the number of students performing at or above Level 3 on the FAST ELA assessment to 40%

**This should be a data based, objective outcome.**

**Monitoring:**

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

Our school leadership team will review ELA data from district assessments and state progress monitoring assessment.

**Person**

**responsible**

**for**

**monitoring**

**outcome:**

[no one identified]

**Evidence-**

**based**

**Strategy:**

**Describe the**

**evidence-**

**based**

**strategy**

**being**

**implemented**

**for this Area**

**of Focus.**

Data-Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, implementation, and checking for understanding when lesson planning. Small Group/ Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered. Small group instruction will allow teachers to meet students at their level to support their needs. Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity. Checking the effectiveness from student data

**Rationale for Evidence-based**

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

Student progress monitoring helps teachers evaluate how effective their instruction is for individual students or the entire class. <https://www.ascd.org/el/articles/how-student-progressmonitoringimproves-instruction> Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next steps. It may be used by the school alone or with the assistance of the support lead. <https://institutionalresearch.syr.edu/what-we-do/student-ratings/creatingan-action-plan/action-plan-teachingstrategies/>

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Standards-based Walk-through tool to ensure alignment
2. Formal and informal assessments to drive instruction for differentiated small groups
3. Collaboration with core teachers during common and plc's

**Person Responsible** Candice Glover ([gloverc@duvalschools.org](mailto:gloverc@duvalschools.org))

**#4. Positive Culture and Environment specifically relating to students and teachers.**

**Area of Focus Description and Rationale:**  
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our referral data was consistent from 2019-2022 school year. Behaviors were maintained even during a year where many students were not on campus. According to our 5 Essential Survey, collective responsibility was one of the lowest areas. Both students and teachers need a sense of belonging and togetherness.

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

Reduction in student referrals by 30%.  
 Increase in 5 Essential Survey (collective responsibility and supportive environment) by 40%.

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

5 Essential Survey data  
 Biweekly monitoring of student referrals  
 House points for positive reinforcement

**Person responsible for monitoring outcome:**

Candice Glover (gloverc@duvalschools.org)

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

Implement a House System that all students and staff are a part of. House system will be based around 4 Houses and the Essential 55.

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

Implementing the Schoolwide PBIS Plan and the House System from the Ron Clark Academy will increase positive interactions and relationships between students and staff members. Based on the house point system, the weekly, monthly, and quarterly incentives will promote academic and social accomplishment.

**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 take the leadership team and 12 teacher leaders to the Ron Clark Academy for professional development on improving school culture with peers and students. Along with celebrating students, we will celebrate teacher accomplishments recognized by the school and the principal as they occur at Jacksonville Heights. "Lunch and Learns" will appear. These meetings, along with PLC, will provide teachers with opportunities to increase and gain knowledge in their pedagogy, causing an increase in confidence as the instructional leader for our students. Teachers and staff will use the improvement of the Intake and Dismissal procedures to assist in being more efficient for all stakeholders both at Jacksonville Heights and in the community.

**Person Responsible**

Candice Glover (gloverc@duvalschools.org)

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

Jacksonville Heights Elementary will implement the district's instructional framework for ELA instruction which includes phonological awareness, phonics, fluency, vocabulary, and comprehension. Oral language is infused throughout the ELA block, with intervention available for students in K-2 who demonstrate a language deficiency. Jacksonville Height's assessment strategy includes screening, progress monitoring, and summative assessments, with diagnosis tools available when additional information is needed.

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

All teachers complete a mandatory 5 hour training on dyslexia and the science of reading, which includes research and multisensory strategies for teaching phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies through an explicit, systematic, and sequential approach. As the B.E.S.T. standards and the newly adopted ELA resources are implemented, ELA teachers will be attending additional professional development sessions that include the science of reading content. The science of reading is incorporated into other professional development sessions whenever we are addressing reading instruction.

We will schedule common planning times to meet weekly with teachers to provide embedded professional

learning through Professional Learning Community (PLC) structures. During these weekly meetings, teacher teams discuss standards, review student work and data, and plan upcoming instruction, providing

relevant and differentiated professional learning for each team. Progress monitoring data identifies teachers

in need of additional support, which can be provided by the site-based literacy coach or administrator, a district specialist, or through participation in school-level or district trainings.

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

K - 66% of students scored below grade level

1st - 84% of students scored below grade level

2nd - 83% of students scored below grade level

K-2, will increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 18% this year, from (22%) to (40%).

K-2 student literacy proficiency on the Spring i-Ready diagnostic will increase from 22% in June 2022 to 40 in 2022-23.

**Grades 3-5: Measureable Outcome(s)**

3rd - 71% of the students scored below a level 3 on the most recent statewide, standardized ELA assessment

4th - 69% of the students scored below a level 3 on the most recent statewide, standardized ELA assessment

5th - 74% of the students scored below a level 3 on the most recent statewide, standardized ELA assessment

3-5 will increase the percentage of students currently scoring at or above a level 3 on the statewide, standardized ELA assessment (FAST)

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Assessment data is analyzed after each diagnostic or formative assessment is completed and action plans for instruction and intervention are shared with region leadership via the school's 4-step plan. Site visits are conducted to monitor the fidelity of the 4-step plan implementation efforts. The MTSS process is used to address the needs of individual students who are not responding to the instruction and remediation provided.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Glover, Candice , gloverc@duvalschools.org

**Evidence-based Practices/Programs:**

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

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

Jacksonville Height's will implement the district's instructional framework for ELA instruction which includes phonological awareness, phonics, fluency, vocabulary, and comprehension. Oral language is infused throughout the ELA block, with

intervention available for students in K-2 who demonstrate a language deficiency. The district's assessment strategy includes screening, progress monitoring, and summative assessments, with diagnosis tools.

Core instruction is tightly aligned to state BEST standards and provides accommodations for students with disabilities on general standards and Access Points and for ELLs. Informational texts in each grade level's curriculum build background and content knowledge across content areas. Academic discourse opportunities and writing in response to reading are included in the lesson guidance for every text.

The MTSS process outlines the expectations for Tier 2 and Tier 3 interventions and ensures that all Tier 3 students have an IEP or PMP. Teachers of Tier 3 interventions must be certified or endorsed in reading.

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Yes,

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Following the district K-12 Literacy plan, the following action steps will be taken by the Literacy Leadership, Coaches/Interventionists:</p> <ul style="list-style-type: none"> <li>▪ administration and analysis of instructional assessments;</li> <li>▪ providing differentiated instruction and intensive intervention.</li> <li>◦ Model effective instructional strategies for teachers.</li> <li>◦ Train teachers to administer assessments, analyze data, and use data to differentiate instruction.</li> </ul> <p>Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.</p> <ul style="list-style-type: none"> <li>◦ Participate in reading leadership teams.</li> <li>◦ Increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.</li> <li>◦ Prioritize time to teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.</li> <li>◦ Work with students in whole and small group instruction</li> <li>◦ Work with teachers to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.</li> </ul>	<p>Glover, Candice , gloverc@duvalschools.org</p>

### 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.

We will address building positive school culture and environment involving all stakeholders by implementing the following activities and strategies. Student Involvement: Implementing the Schoolwide PBIS Plan will increase positive interactions and relationships between students and staff members. Weekly, monthly, and quarterly incentives will promote academic and social accomplishments. Parent Involvement: A Parent Liaison is on campus daily and ensures that all parent needs are addressed, and that information and Title 1 funded resources are available to parents as needed. Class Dojo, News Letters, and School Messenger Robo Calls will be used to ensure that school and parent program information is adequately disseminated to update parents consistently. Community Involvement: Jacksonville Heights will include business partners, faith-based partners & community leaders to participate and be active members in school events and SAC meetings.

The administration will receive professional development on retaining teachers, building staff morale, and creating teacher leaders through the Ron Clark Academy as well as the Harvard Graduate School of



Education

Principals Academy for Turnaround Principals.

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

Principal - Implementing PBIS plan.

Faith-based partner - Teacher and student incentives

Faith-based partners - Training for parents (ELL Parents learning the curriculum, digital platforms, translating during SAC and School assemblies, and homework assistance for students)