

Duval County Public Schools

# Arlington Heights Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Arlington Heights Elementary School

1520 SPRINKLE DR, Jacksonville, FL 32211

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

## Demographics

**Principal: Katrice Scott**

Start Date for this Principal: 7/28/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	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* White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2021-22: C (52%) 2018-19: B (54%) 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>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

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

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

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

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

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

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## Arlington Heights Elementary School

1520 SPRINKLE DR, Jacksonville, FL 32211

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

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

### School Grades History

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

### School Board Approval

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### SIP Authority

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

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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

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

To provide educational excellence in every school, in every classroom, for every student, every day.

### 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
Scott, Vondeira	Principal	
Person, Dashan	Assistant Principal	
Augustine, Dorothy	Reading Coach	

### Demographic Information

**Principal start date**

Sunday 7/28/2019, Katrice Scott

**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.*

3

**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.*

15

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

22

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

246

**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	35	51	44	36	37	46	0	0	0	0	0	0	0	249
Attendance below 90 percent	0	29	20	16	14	16	0	0	0	0	0	0	0	95
One or more suspensions	0	1	0	2	0	2	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	3	0	0	0	0	0	0	0	0	0	0	3
Course failure in Math	1	1	3	1	0	0	0	0	0	0	0	0	0	6
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	12	18	0	0	0	0	0	0	0	33
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	10	14	0	0	0	0	0	0	0	26
Number of students with a substantial reading deficiency	0	13	21	19	0	0	0	0	0	0	0	0	0	53

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	13	19	13	9	16	0	0	0	0	0	0	0	70

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	4	0	0	0	0	0	0	0	0	4
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

Tuesday 8/30/2022

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	48	33	28	49	45	41	0	0	0	0	0	0	0	244
Attendance below 90 percent	19	16	7	19	13	16	0	0	0	0	0	0	0	90
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	1	0	0	2	0	0	0	0	0	0	0	0	0	3
Course failure in Math	1	1	0	1	0	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	18	9	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	14	19	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	1	6	12	31	18	28	0	0	0	0	0	0	0	96

**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	8	11	32	15	24	0	0	0	0	0	0	0	91

**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	2	0	0	3	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	2	1	0	0	0	0	0	0	0	0	3

**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	35	51	44	36	37	45	0	0	0	0	0	0	0	248
Attendance below 90 percent	0	29	20	16	14	16	0	0	0	0	0	0	0	95
One or more suspensions	0	1	0	2	0	2	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	3	1	0	0	0	0	0	0	0	0	0	4
Course failure in Math	1	1	0	1	0	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	12	18	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	10	14	0	0	0	0	0	0	0	26
Number of students with a substantial reading deficiency	0	13	21	19	0	0	0	0	0	0	0	0	0	53

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	13	19	13	9	16	0	0	0	0	0	0	0	70

#### 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	4	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	37%	50%	56%				39%	50%	57%
ELA Learning Gains	53%						51%	56%	58%
ELA Lowest 25th Percentile	53%						36%	50%	53%
Math Achievement	50%	48%	50%				64%	62%	63%
Math Learning Gains	68%						78%	63%	62%
Math Lowest 25th Percentile	67%						67%	52%	51%
Science Achievement	33%	59%	59%				43%	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	39%	51%	-12%	58%	-19%
Cohort Comparison		0%				
04	2022					
	2019	38%	52%	-14%	58%	-20%
Cohort Comparison		-39%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	35%	50%	-15%	56%	-21%
Cohort Comparison		-38%				

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	67%	61%	6%	62%	5%
Cohort Comparison		0%				
04	2022					
	2019	69%	64%	5%	64%	5%
Cohort Comparison		-67%				
05	2022					
	2019	52%	57%	-5%	60%	-8%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	37%	49%	-12%	53%	-16%
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	5	43	45	6	33		10				
ELL	47	58		47	67						
BLK	34	54	50	49	70	70	33				
HSP	40	60		36	58						
WHT	47			75	100						
FRL	27	43	47	44	65	60	24				

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	21			32							
ELL	25			38							
BLK	20	19		49	38		17				
HSP	32			32							
WHT	45			60							
FRL	24	23		46	35		19				
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	19	41	29	35	56	56	29				
ELL	27	44		62	65		15				
BLK	38	50	40	61	73	59	44				
HSP	39	58		74	80		27				
WHT	38	52		59	91		55				
FRL	43	56	42	65	76	62	47				

### 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)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	431
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	51
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	49
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	74
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	44
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?

Our Students With Disabilities showed the lowest performance and is an area of focus. In 2021-2022, 11% of SWD students scored a Level 3 or higher on FSA ELA assessment. This is a decrease from 16% proficient in 2020-2021. This subgroup has historically performed lower than any other group at the school. A major contributing factor is the below grade level reading for these students. On the FSA Math assessment, the same group of students showed a decrease in proficiency from 32% in 2020-2021 to 16% in 2021-2022.

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

. Our school achievement for ELA has improved but the increases are small. This school year teachers received professional development on deepen their understanding of standards based instruction and planning standards-based lessons with the reading and math coaches. This was common practice this year during common planning. Common planning has been consistent over the past few years but the focus on standards based instruction was a priority this year.

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

We saw a decline in ELA learning gains for our SWD from 47% in 2020-2021 to 41% in 2021-2022. Additionally, our learning gains from our lowest performing quartile in ELA increased slightly from 50% in 2021-2022 to 53% in 2021-2022. Historically, these students display reading deficits and they require more intensive reading instruction.

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

Our math data for all grade levels showed some improvement from 2021 to 2022. The overall proficiency in Math improved by 3% from 50% in 20-21 to 53% in 21-22. The 3rd grade proficiency decreased by 1%. Our 4th grade increased 6% and 5th grade remained at the prior year proficiency level of 33%. The most improvement was the overall learning gains in math, increasing 19 points from 39% in 2020-2021 to 68% 2021-2022.

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

This year all 3rd-5th grade students were involved in Acaletics for 30 minutes a day. Monthly scrimmages were administered to the students and this data was monitored by administration and coaches. During common planning, teachers planned lessons with the math coach, that were aligned to the standards as well as included differentiated tasks and assessments.

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

We will continue our work with constructing tasks and assessments that are aligned to the standards. The administrative team will conduct daily classroom walk-throughs to ensure implementation of standards based instruction is occurring.

We will also focus on improving attendance for all students. The leadership team will start the year with those students who had chronic absences in the prior school year. Each team member will be assigned a grade level and they will monitor those students as well as any other students who may exhibit attendance issues. The leadership team will report absences to the principal weekly and this team will meet monthly to discuss next steps.

**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.**

During professional learning communities and common planning sessions, the administrative team and the instructional coaches, will conduct professional development using the learning arc protocol to ensure lessons created have tasks and assessments that are aligned to the standards. Frequent progress monitoring of student progress will also be a point of focus to drive instructional delivery of the teachers.

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

Ensure our students with disabilities and our English-Language Learners are receiving scaffolded core instruction in order to participate in grade level instruction. In addition this, interventions will be implemented to monitor students who were referred to AIT from school year 2021-22.

**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.**

The majority of the classrooms lacked standard aligned instruction with comparable experiences to the standard. This observational data established a correlational relationship between standard-aligned instructional and proficient students.

**Measurable Outcome:**

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

90% of our current core teachers will engage in successful standards aligned instruction, tasks, and assessments.

**Monitoring:**

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

Daily classroom walkthroughs will be conducted using the Standards Walkthrough Tool. Immediate feedback will be provided to teacher for instructional improvement.

**Person responsible for monitoring outcome:**

Jackie Simmons (simmonsj@duvalschools.org)

**Evidence-based Strategy:**

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

Instructional delivery ensure that students are exposed to standards aligned instruction, tasks, and assessments. Based on Standards Walkthrough Tool, our team can measure classrooms that have aligned standards and experiences in core classes.

**Rationale for Evidence-based Strategy:**

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

As expressed in the Opportunity Myth, schools need to ensure students are getting standards-aligned and grade appropriate instruction, so that they are prepared to face the assessments designed by the state along with the following year's progression of standards.

**Action Steps to Implement**

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

Reading and Math Coaches, along with School Administration, will facilitate common planning sessions with teachers that will focus on unpacking the standards to ensure there is standard aligned instruction, tasks and assessments.

**Person Responsible**

Vondeira Scott (scottv2@duvalschools.org)

The Administrative Team will use the Classroom Walk-through Tool to determine alignment of the instruction, tasks, and assessments to the standards, according to the Learning Arc. According to the observational data, adjustments will be made to the instruction, tasks and/or assessments to ensure there is alignment to the standards.

**Person Responsible**

Vondeira Scott (scottv2@duvalschools.org)

Classroom observations will be conducted by teachers together with administrators after planning of a lesson for further professional development.

**Person Responsible**

Vondeira Scott (scottv2@duvalschools.org)

Various field trips (FSCJ Artist Series, Jacksonville Symphony, Museum of Science and History, Jacksonville Zoo, Crayola Experience) are planned to reinforce the academic concepts and skills taught in the classroom thereby increasing student achievement. In addition, supplemental instructional materials, such as document cameras, will be used to support and



enhance student achievement. Moreover, academic tutors will support instruction by meeting with students to remediate reading and math skills. Supplies such as copy paper, student composition books, pencils, pens, printer ink, etc... will be used by teachers to further assist with classroom instruction.

**Person Responsible** Vondeira Scott (scottv2@duvalschools.org)

Professional development will be provided to teachers and the instructional leadership team to reinforce best practices when using A.V.I.D. strategies during classroom instruction. Teachers and support team will attend AVID conferences to gain more knowledge and experiences to further assist with implement the AVID program at the school. In addition, professional development will be provided by Read USA to assist teachers with implement research based reading strategies to improve overall student performance in reading.

**Person Responsible** Vondeira Scott (scottv2@duvalschools.org)

Title I funds will be used to add supplemental personnel and supplemental materials to provide classroom instruction, specialized instruction and additional support to increase student achievement.

**Person Responsible** Vondeira Scott (scottv2@duvalschools.org)

## **#2. -- Select below -- specifically relating to**

### **Area of Focus Description and Rationale:**

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

### **Monitoring:**

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

**Person responsible for monitoring outcome:**

[no one identified]

### **Evidence-based Strategy:**

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

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

**Explain the rationale for selecting this 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.**

***No action steps were entered for this area of focus***

**#3. Positive Culture and Environment specifically relating to Parent Involvement****Area of Focus Description and Rationale:**

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. This should be a data based, objective outcome.

**Monitoring:**

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

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy:**

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

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this 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.

*No action steps were entered for this area of focus*

**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**

The Reading Achievement Initiative for Scholastic Excellence (R.A.I.S.E.) Program established criteria for identifying schools for additional support. The criteria include 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 reading FSA.

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

The Reading Achievement Initiative for Scholastic Excellence (R.A.I.S.E.) Program established criteria for identifying schools for additional support. The criteria include 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 reading FSA.

#### **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)**

50% of the students in grades K-2 will show adequate progress in Reading as measured by the Waterford end of year assessment.

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

50% of the students in grades 3-5 will be proficient in Reading as measured by the state progress monitoring assessment #3.

#### **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.

The Administrative Team will use the Classroom Walk-through Tool to determine alignment of the instruction, tasks, and assessments to the standards, according to the Learning Arc. According to the observational data, adjustments will be made to the instruction, tasks and/or assessments to ensure there is alignment to the standards.

#### **Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Scott, Katrice, [scottv2@dvualschools.org](mailto:scottv2@dvualschools.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?

Frequent monitoring of Instructional delivery and teacher-led small group instruction to ensure that students are exposed to standards aligned instruction, tasks, and assessments. In addition, we will also work collaboratively with teachers during professional learning communities to plan standards-based aligned tasks and assessments, and review student performance data to inform future lessons.

**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?

A review of student performance on district and state assessments ,in reading, indicated teachers and students need more support during small group instruction and during guided reading activities.

**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
Literacy Leadership Team will facilitate professional learning relating to using best practices for small group instruction, guided and shared reading. Classroom observations will be conducted by teachers together with administrators after planning of a lesson for further professional development.	Scott, Katrice, scottv2@dvualschools.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.**

The school uses various strategies and best practices of the PBIS model. Positive Recognition Referrals are given to students that display specific attributes that reflect positive school citizenship, academics, and behavior. In addition, a student from each homeroom is recognized each month for demonstration the CARE-acter trait for the month. The school has a Student Recognition Committee. The goal of this committee is to ensure systems are in place to provide a supportive and fulfilling environment for all students. Various activities are planned with the student in mind to ensure positive relationships are fostered among students-adults, student-to-student. These activities include but are not limited to, lunchbunch with the teacher or school counselor, school field trips (learning experiences), Red Ribbon Week, Calm Classroom strategies, Wellness Wednesdays, School Spirit Day, Honor Roll Recognition, and Achieve the Green Recognition (Acaletics).

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

PBIS