

Duval County Public Schools

Abess Park Elementary School



2022-23 Schoolwide Improvement Plan

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Abess Park Elementary School

12731 ABESS BLVD, Jacksonville, FL 32225

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

Demographics

Principal: Kristin Shore M

Start Date for this Principal: 7/1/2014

| | |
|--|--|
| 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) | 85% |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students |
| School Grades History | 2021-22: A (65%) 2018-19: A (64%) 2017-18: B (57%) |
| 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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| Budget to Support Goals | 0 |

Abess Park Elementary School

12731 ABESS BLVD, Jacksonville, FL 32225

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

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 | 85% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 61% |

School Grades History

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

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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.

Success... All Students... All Standards

Provide the school's vision statement.

Abess Park Elementary School is committed to providing high quality educational opportunities that will inspire all students to aspire to learn, acquire the knowledge, and accomplish all standards.

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 |
|------------------------|---------------------|---------------------------------|
| Shore, Kristin | Principal | |
| Weller, Corinne | Assistant Principal | |
| Denny, Melanie | Instructional Coach | |
| Hayden, Amanda | Teacher, K-12 | |
| Wright, Mary Catherine | Teacher, K-12 | |

Demographic Information

Principal start date

Tuesday 7/1/2014, Kristin Shore M

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

42

Total number of students enrolled at the school

580

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

0

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

3

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 | 76 | 81 | 81 | 78 | 81 | 102 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 499 |
| Attendance below 90 percent | 3 | 22 | 18 | 20 | 27 | 31 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 121 |
| One or more suspensions | 0 | 0 | 0 | 3 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Course failure in ELA | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Course failure in Math | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 1 | 14 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40 |
| Level 1 on 2022 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 | 2 | 4 | 19 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 44 |

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 | 2 | 3 | 9 | 11 | 9 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 47 |

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 | 4 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Date this data was collected or last updated

Monday 8/22/2022

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 | 43 | 84 | 77 | 86 | 96 | 69 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 455 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| One or more suspensions | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Course failure in ELA | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of students with a substantial reading deficiency | 0 | 1 | 1 | 75 | 87 | 63 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 227 |

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

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

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 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Students retained two or more times | 0 | 0 | 0 | 3 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |

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 | 43 | 84 | 77 | 86 | 96 | 69 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 455 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| One or more suspensions | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Course failure in ELA | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Number of students with a substantial reading deficiency | 0 | 1 | 1 | 75 | 87 | 63 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 227 |

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

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

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 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Students retained two or more times | 0 | 0 | 0 | 3 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |

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 | 58% | 50% | 56% | | | | 63% | 50% | 57% |
| ELA Learning Gains | 67% | | | | | | 65% | 56% | 58% |
| ELA Lowest 25th Percentile | 50% | | | | | | 57% | 50% | 53% |
| Math Achievement | 62% | 48% | 50% | | | | 73% | 62% | 63% |
| Math Learning Gains | 78% | | | | | | 71% | 63% | 62% |
| Math Lowest 25th Percentile | 73% | | | | | | 53% | 52% | 51% |
| Science Achievement | 67% | 59% | 59% | | | | 68% | 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 | 55% | 51% | 4% | 58% | -3% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 64% | 52% | 12% | 58% | 6% |
| Cohort Comparison | | -55% | | | | |
| 05 | 2022 | | | | | |

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 63% | 50% | 13% | 56% | 7% |
| Cohort Comparison | | -64% | | | | |

| 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 | 73% | 61% | 12% | 62% | 11% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 73% | 64% | 9% | 64% | 9% |
| Cohort Comparison | | -73% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 67% | 57% | 10% | 60% | 7% |
| Cohort Comparison | | -73% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 66% | 49% | 17% | 53% | 13% |
| 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 | 41 | 51 | 37 | 45 | 62 | 53 | 47 | | | | |
| ELL | 48 | 67 | | 52 | 72 | | | | | | |
| ASN | 50 | 79 | | 70 | 79 | | | | | | |
| BLK | 51 | 59 | 31 | 51 | 66 | 69 | 60 | | | | |
| HSP | 52 | 64 | | 55 | 73 | | | | | | |
| MUL | 71 | 63 | | 76 | 88 | | | | | | |
| WHT | 62 | 71 | 50 | 67 | 84 | | 80 | | | | |
| FRL | 47 | 56 | 43 | 53 | 75 | 73 | 67 | | | | |

| 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 | 38 | 65 | | 43 | 47 | | 39 | | | | |
| ELL | 45 | | | 59 | | | | | | | |
| ASN | 61 | | | 78 | | | | | | | |
| BLK | 43 | 53 | | 52 | 60 | | 44 | | | | |
| HSP | 54 | 70 | | 54 | 70 | | 70 | | | | |
| MUL | 59 | 50 | | 48 | 20 | | 50 | | | | |
| WHT | 72 | 84 | | 77 | 72 | | 77 | | | | |
| FRL | 51 | 67 | | 53 | 58 | 36 | 56 | | | | |
| 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 | 37 | 65 | 65 | 47 | 60 | 52 | 41 | | | | |
| ELL | 25 | 60 | | 75 | 80 | | | | | | |
| ASN | 84 | 80 | | 100 | 90 | | | | | | |
| BLK | 45 | 62 | 48 | 46 | 48 | 44 | 46 | | | | |
| HSP | 62 | 59 | 64 | 74 | 75 | 64 | 54 | | | | |
| MUL | 61 | 80 | | 78 | 76 | | | | | | |
| WHT | 68 | 62 | 63 | 79 | 76 | 50 | 80 | | | | |
| FRL | 48 | 57 | 55 | 58 | 62 | 53 | 49 | | | | |

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 | 93 |
| Total Points Earned for the Federal Index | 548 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 48 |
| 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 | 66 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| 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 | 70 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 55 |
| 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 | 61 |
| 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 | 75 |
| 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 | 69 |
| 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 | 59 |
| 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?

The 21/22 data indicates a growing weakness in ELA. Overall, our data indicates a decrease in ELA proficiency and Learning Gains. The trends also indicate that subgroups of Students with Disabilities (SWD) and English Language Learners (ELL) are increasing in proficiency for ELA. In math, we made significant improvements in both Learning Gains and Lowest 25% Percentile but dropped slightly in proficiency.

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

21/22 Data:

Our ELA proficiency is in the greatest need for improvement in grades first, third and fifth. Fourth grade students are performing at the same level in ELA and Math.

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

21/22 Data:

Our proficiency will increase with a small group focus on learning missed foundational skills, consistent application and fluency. Our school will provide a primary tutor and intermediate interventionists in ELA and math through Title 1 funding. In addition, an Instructional Coach/ Interventionist will be utilized to support teachers and small groups of students. Administrative Common Planning will include vocabulary alignment, building upon benchmarks between grade levels and equivalent assessments.

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

We improved the most in Math Learning Gains and Math Lowest 25%. Math Learning Gains improved 12% and Lowest 25% improved 36%.

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

Math Learning Gains and Math Lowest 25%

1. Strong focus of foundational skills
2. Differentiated small groups instruction/interventions to address deficits.
3. Freckle Math

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

1. Strong Core Instruction with differentiated small groups
2. Diagnosing essential missing learning.
3. Interventionists small group pull outs utilizing Title 1 funds
4. In-school tutoring
5. Analyzing data

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.

Through weekly Administrative Common Planning, teachers will be supported in planning benchmark/ standards-based lessons that are provided to students through a learning arc. Small group instruction, vocabulary development, and equivalent assessments will be created. Teachers will be provided additional planning periods weekly, one of which will be used for grade level planning to align with Administrative Common Planning. Our Instructional Coach will be on hand to participate in PD, model lessons, gather resources, research strategies and work with small groups of students.

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

At the beginning of the 22/23 school year, we have a Reading Interventionist and tutor already in place to avoid the semester delay in filling positions in prior school years. Additional technology (interactive carts) and approved academic resources have been purchased through Title 1 and CARES funds.

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. Less than 50% of the classrooms in our school provide on grade-level standards-aligned of instruction, task, materials, and assessment.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. 80% of classroom observed will indicate standards alignment of instruction, task, materials, and assessments, utilizing learning arcs January 2023.
90% of classroom observed will indicate standards alignment of instruction, task, materials, and assessments, utilizing learning arcs April 2023.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome. Grade-level standards-based equivalent assessments will be developed/ reviewed/ monitored weekly in Administrative Common Planning, weekly review of lesson plans, student data analysis and class/grade-level data. Data will be collected and analyzed using classroom walk throughs.

Person responsible for monitoring outcome: Kristin Shore (shorek@duvalschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus. Standards-aligned equivalent instruction, task, materials, and assessments ensure that students are mastering grade-level standards.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. Build a culture of standards-based instruction, with all content area teachers, through focused common planning, utilizing Learning Arcs, that aligns materials, tasks, and assessments will impact student achievement.

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.

Provide teachers with grade-level standards. During weekly Administration Common Planning (ACP) student data/work will be utilized to facilitate deep conversation around the new B.E.S.T. standards that impact instruction, task, materials and assessments.

Person Responsible Kristin Shore (shorek@duvalschools.org)

Collaborate with grade levels and Instructional Coach in Administrative Common Planning to create standards-aligned equivalent assessments; review standards-aligned student tasks, unpack appropriate standards, build learning arcs, as appropriate

Person Responsible Kristin Shore (shorek@duvalschools.org)

Collaboratively analyze student data post-assessment to provide needed interventions, reteaching, and/or adjustments to the standards-aligned instruction and equivalent assessment, if needed

Person Responsible Kristin Shore (shorek@duvalschools.org)

Coordinate teacher and data identified needed interventions with our Full-Time Media Specialist, Reading Interventionist, Math Interventionist and part-time primary tutor to streamline interventions for grade-level standards students have not yet mastered (positions funded through Title 1 funds)

Person Responsible Kristin Shore (shorek@duvalschools.org)

Title I will fund classroom supplies, toners, and other materials that will be used to positively impact student achievement.

Person Responsible Kristin Shore (shorek@duvalschools.org)

Title I will fund additional classroom texts, resources and other materials teachers and students need to improve their academic performance.

Person Responsible Kristin Shore (shorek@duvalschools.org)

Positive Culture & Environment

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

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

We see building strong, positive relationship and maintaining transparency as the core foundation of our school culture. Communication is key. Our school is involved with initiatives such as:

- Parent nights for state assessments, math/science, literacy and Autism awareness/acceptance and the arts will serve as an opportunity for the school to share the curriculum of our District/school, assessment achievement levels, requirements and answer questions for families. Open House will provide an overview of academic and behavioral expectations and school procedures, including how to address specific concerns or needs.
 - Through the use of our parent nights and business/ faith-based and volunteer partnerships, we will increase the attendance of families to each event as well as improve communication between home and school on an ongoing basis. We will continue to highlight our partnerships with local businesses and communities on our school campus, our website, school newsletters and at businesses/churches. Combine evening family events to increase the purposefulness for families as well as beginning the event earlier and slightly extending the time of the event. Promote our new and improved Parent Resource Room in the front lobby for parent convenience and increased visibility.
 - We utilize many forms of social media; including Facebook, school website, Weekly Principal email/voice/text messaging through Duval Connect.
 - To build a positive atmosphere, we introduced students to "The Energy Bus for Kids" to promote staying positive and overcoming challenges. We are also utilizing the book, "The Energy Bus" with all faculty to promote the 10 rules to fuel your life, work, and team with positive energy. Our students earn "Jag" buck for positive behavior. The "Jag" bucks can be redeemed at our "Jag" store monthly. Students can also earn a "paw'sitive referral and sign our school wide "Paw"sitivity board.
- Parents are welcome at all times.

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

-We provide many opportunities for our students to participate in positive school activities that promote emotional, social, academic, and behavioral growth. We offer Safety Patrols, Teacher's of Tomorrow, Earth

Savers, Abess Park News Network, Girls On the Run, Gentleman on the Go, Art Club, Science Club, band, chorus, Blended Learning Club, and Student Council.

-School-Parent Compact forms and conferences with teachers will be held in the first semester.

-Title 1 Parent Meetings will take place at designated times (to precede a parent night event) indicated to be convenient by our families on previous surveys. We will involve parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title 1 programs by inviting and engaging parents in the developmental meeting, annual meeting and SAC.

-The Parent Resource room will be a safe space for families to engage in the school setting by hosting/ participating in learning sessions, checking out materials, utilizing supplies and resources and volunteering to organize or utilize non-perishable food items and coordinate with our business/faith-based partners. The advertisement of our Parent Resource Room will occur through Blackboard Communicator (email, text, phone, website, social media), fliers, events, and tours to increase usage.

-School Advisory Council (SAC) is comprised of active community members, parents, and school representatives. SAC provides valuable input into budgetary decisions, safety decisions, and overall school improvement. Monthly meetings are conducted which includes the Annual Mid-Year Stakeholders' Meeting that looks at student achievement data.