
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

Bartram Springs Elementary

14799 BARTRAM SPRINGS PKWY, Jacksonville, FL 32258

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

Demographics

Principal: Kimberley Wright

Start Date for this Principal: 7/5/2022

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	40%
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 (63%) 2018-19: A (70%) 2017-18: A (71%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

Bartram Springs Elementary

14799 BARTRAM SPRINGS PKWY, Jacksonville, FL 32258

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">40%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">54%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	A	A	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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Bartram Springs Eagles, families, and community working together will SOAR to attain educational excellence by:
 providing a Safe, Inclusive, and Nurturing Environment,
 providing Opportunities for academic, social, and emotional growth,
 providing Academic success through focused, data driven instruction and
 by continuously Reviewing student progress, to match instruction to meet the needs of an ever evolving community of learners.

Provide the school's vision statement.

Engage students in data-driven instruction that inspires them to take ownership of learning and excel academically while promoting leadership and collaboration that supports and encourages life-long learning.

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
Wright, Kimberley	Principal	
Bartley, Cynthia	Assistant Principal	
Hope, Katie	Assistant Principal	
Dortch, Tatiana	Teacher, K-12	
Ray , Cindy	Teacher, K-12	
Pitts, Ingrid	Instructional Coach	
Weaks, Caroline	Teacher, K-12	
Antzaklis, Ashley	Teacher, K-12	
Clements, Vicki	Teacher, K-12	
Armstrong, Steven	Teacher, K-12	
Spears, Racheal	Teacher, K-12	

Demographic Information

Principal start date

Tuesday 7/5/2022, Kimberley Wright

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.*

13

Total number of teacher positions allocated to the school

55

Total number of students enrolled at the school

1,150

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

4

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

6

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	196	237	183	202	166	165	0	0	0	0	0	0	0	1149
Attendance below 90 percent	0	50	25	34	21	20	0	0	0	0	0	0	0	150
One or more suspensions	0	1	3	0	0	2	0	0	0	0	0	0	0	6
Course failure in ELA	0	3	2	4	0	0	0	0	0	0	0	0	0	9
Course failure in Math	0	0	3	4	1	0	0	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	4	20	0	0	0	0	0	0	0	25
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	8	22	0	0	0	0	0	0	0	31
Number of students with a substantial reading deficiency	0	18	26	42	0	0	0	0	0	0	0	0	0	86
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	18	20	34	3	18	0	0	0	0	0	0	0	93

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

Date this data was collected or last updated

Wednesday 7/6/2022

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	234	188	198	167	159	132	0	0	0	0	0	0	0	1078
Attendance below 90 percent	67	63	54	48	55	64	0	0	0	0	0	0	0	351
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	2	12	34	18	15	0	0	0	0	0	0	0	0	81
Course failure in Math	2	0	3	1	2	0	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	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	
Number of students with a substantial reading deficiency	1	12	34	18	15	39	0	0	0	0	0	0	0	119
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	17	31	21	19	34	0	0	0	0	0	0	0	123

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	1	0	3	1	4	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	234	188	198	167	159	132	0	0	0	0	0	0	0	1078
Attendance below 90 percent	67	63	54	48	55	64	0	0	0	0	0	0	0	351
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	2	12	34	18	15	0	0	0	0	0	0	0	0	81
Course failure in Math	2	0	3	1	2	0	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	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	
Number of students with a substantial reading deficiency	1	12	34	18	15	39	0	0	0	0	0	0	0	119
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	17	31	21	19	34	0	0	0	0	0	0	0	123

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	3	1	4	0	0	0	0	0	0	0	0	9
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	73%	50%	56%				78%	50%	57%
ELA Learning Gains	62%						73%	56%	58%
ELA Lowest 25th Percentile	43%						57%	50%	53%
Math Achievement	79%	48%	50%				81%	62%	63%
Math Learning Gains	70%						73%	63%	62%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile	47%						54%	52%	51%
Science Achievement	67%	59%	59%				75%	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	76%	51%	25%	58%	18%
Cohort Comparison		0%				
04	2022					
	2019	78%	52%	26%	58%	20%
Cohort Comparison		-76%				
05	2022					
	2019	73%	50%	23%	56%	17%
Cohort Comparison		-78%				

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	83%	61%	22%	62%	21%
Cohort Comparison		0%				
04	2022					
	2019	70%	64%	6%	64%	6%
Cohort Comparison		-83%				
05	2022					
	2019	83%	57%	26%	60%	23%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	74%	49%	25%	53%	21%
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	59	53	53	59	58	48	38				
ELL	58	65	40	66	70						
ASN	78	68		84	76		83				
BLK	67	64	47	63	64	39	52				
HSP	66	58	33	70	55	31	57				
MUL	70	38		77	86		62				
WHT	76	65	52	86	74	41	75				
FRL	60	57	36	66	60	42	61				
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	44	28		48	40	17	33				
ELL	53			71							
ASN	77			83			73				
BLK	58	53	31	53	50	18	46				
HSP	63	47		70	53		57				
MUL	67			73							
WHT	80	77	73	81	63	50	79				
FRL	61	62	50	63	44	25	43				
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	60	66	56	62	63	52	45				
ELL	71	71		75	61						
ASN	86	79		93	72		88				
BLK	68	61	37	71	67	50	45				
HSP	81	72		87	69		73				
MUL	76	70		79	81		73				
WHT	80	78	70	83	75	59	85				
FRL	71	70	48	78	76	56	73				

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	63
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	63
Total Points Earned for the Federal Index	504
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	53
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	60
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	78
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	57
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	53

Hispanic Students	
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	67
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	67
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	55
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?

After reviewing our 2022 FSA data, we noticed the following trends. In ELA, 3rd grade increased in proficiency while 4th and 5th grade decreased in proficiency. As a result, we had a decrease in learning gains for ELA. In Math, 3rd grade and 5th grade had significant increases in proficiency. 4th grade had a decrease in proficiency. We had an increase in Math learning gains. In Science, we had an increase in proficiency.

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

Based on our 2022 FSA results, ELA proficiency and ELA learning gains demonstrate the greatest need for improvement.

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

Contributing factors include learning gaps most likely due to COVID and student mobility. Actions to address this need include teachers identifying student deficiencies at the beginning of the school year and aligning appropriate interventions to meet each students' needs. Progress monitoring throughout the school year will be needed to monitor student progress.

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

Math proficiency and Math learning gains showed the most improvement.

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

Contributing factors to this improvement was based on reviewing student data and providing small group instruction based on their data.

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

In order to accelerate learning, we will continue our focus on our 3rd grade students in ELA. Identified students will be tested in the fall. Students who are lacking basic foundation skills will receive support from a Reading Interventionist. These students will receive instruction in Corrective Reading.

Identified students in 4th and 5th grade will also receive additional support in ELA from a Reading Interventionist.

We will continue to provide before and after-school tutoring for identified students in grades 2 - 5.

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.

Professional development will include training on B.E.S.T standards for K - 5 in both ELA an Math, STAR and Achieve 3000.

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

Corrective Reading for 3rd grade
LLI
Guided Reading
Tutoring

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.

In comparing our data from 2018-19 to 2021-22, our students demonstrated a decrease in ELA & Math proficiency and learning gains. Our ELA proficiency rate decreased from 78% to 73% and in Math decreased from 81% to 79%. Learning gains decreased from 73% to 62% in ELA and decreased from 73% to 70% in Math. Science proficiency decreased from 75% to 67%.

Measurable Outcome:

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

If teachers provide targeted, data-driven instruction along with the appropriate Tier 2 and Tier 3 interventions, we will increase proficiency in Reading from 73% to 77%, Math from 79% to 80%, and Science from 67% to 75%.

Monitoring:

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

Administration will review student data from progress monitoring assessments administered from the beginning to the end of the school year.

Person responsible for monitoring outcome:

Kimberley Wright (wrightk@duvalschools.org)

Evidence-based

Strategy:

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

Teachers will provide standards-based instruction using resources from Benchmark Advance, Corrective Reading, Florida Reveal Math, Achieve 3000, STAR/Freckle and Study Island.

Rationale for Evidence-based Strategy:

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

Students with foundational skill gaps in Reading and Math are less likely to demonstrate proficiency as measured on the ELA and Math F.A.S.T. assessment. These students need targeted intervention taught through small group instruction or one-or-one instruction to remediate their skills.

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. Teachers will analyze data from the 2021-22 ELA and Math FSA, along with progress monitoring data from 2022-23 to identify students in need of Tier 2 and Tier 3 support.
2. Teachers will group students based on their instructional needs.
3. Teachers will remediate foundational skills through small group instructional before, during and after school.
4. Teachers will scaffold grade-level standards instruction through small groups.
5. Students will use district-based blended learning platforms for remediation and practice.

Person Responsible

Kimberley Wright (wrightk@duvalschools.org)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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

In comparing our data from 2018-19 to 2021-22, our students demonstrated a decrease in ELA & Math proficiency and learning gains. Our ELA proficiency rate decreased from 78% to 73% and in Math decreased from 81% to 79%. Learning gains decreased from 73% to 62% in ELA and decreased from 73% to 70% in Math. Science proficiency decreased from 75% to 67%.

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

If teachers provide targeted, data-driven instruction along with appropriate Tier 2 and Tier 3 interventions, we will increase learning gains for ESSA subgroups. Specific goals will be added to this section once we receive additional data.

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

Administration will review student data from progress monitoring assessments administered from the beginning to the end of the school year.

Person responsible for monitoring outcome: Kimberley Wright (wrightk@duvalschools.org)

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

Teachers will provide standards-based instruction using resources from Benchmark Advance, Corrective Reading, Florida Reveal Math, Achieve 3000, STAR/Freckle and Study Island.

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

Students with foundational skill gaps in Reading and Math are less likely to demonstrate proficiency as measured on the ELA and Math F.A.S.T. assessment. These students need targeted intervention taught through small group instruction or one-or-one instruction to remediate their skills.

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. Teachers will analyze data from the 2021-22 ELA and Math FSA, along with progress monitoring data from 2022-23 to identify students in need of Tier 2 and Tier 3 support.
2. Teachers will group students based on their instructional needs.
3. Teachers will remediate foundational skills through small group instructional before, during and after school.
4. Teachers will scaffold grade-level standards instruction through small groups.
5. Students will use district-based blended learning platforms for remediation and practice.

Person Responsible Kimberley Wright (wrightk@duvalschools.org)

#3. Positive Culture and Environment specifically relating to School Climate and Culture

Area of Focus
Description and Rationale: Based on the results from the 2021-22 5 Essentials Survey, areas of improvement include Effective Leaders and Collaborative Teachers. Results show that we were rated as Neutral in the area of Effective Leaders and rated as Neutral in the area of Collaborative Teachers. For Collaborative Teachers, we demonstrated an increase from the previous year moving from Weak to Neutral. Our goal for 2022-23 is to improve to Strong in both areas.
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. if teachers are provided with opportunities to collaborate, conduct peer observations, and are given helpful feedback, we will see an increase in positive responses on the 5 Essentials Survey in the areas of Effective Leaders and Collaborative Teachers.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome. Admin will use PLCs and Early Dismissal days to monitor and track teacher participation. Teachers will also be expected to include peer observations and PLC meetings in their Individual Professional Development Plans.

Person responsible for monitoring outcome: Kimberley Wright (wrightk@duvalschools.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus. The 5 Essentials Survey is an evidence-based survey used to measure the culture and climate of the school.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. The identified areas have been a concern since the implementation of the 5 Essentials Survey.

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. School-wide Book Study
2. Continue PLC meetings.
3. Continue to structure Early Dismissal days to include committee meetings and providing professional development.

Person Responsible Kimberley Wright (wrightk@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.

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

The School Advisory Committee helps to ensure the voices of stakeholders outside of the school setting are heard. This committee consists of individuals from various backgrounds who play a vital role in decision-making conversations related to school improvement. Our PTA works closely with the administration to support both students, staff, and parents in a variety of ways such as a Back to School breakfast for staff, Teacher Appreciation, Family Fun Night, Science Night, etc.

Our various methods of school communication help to promote our positive culture as well. Our principal's weekly bulletin helps the faculty to stay connected each week with important focus points as well as providing a positive and uplifting message. Our parent newsletter also promotes the school's shared vision and school-wide initiatives. Parents are always encouraged to participate by volunteering, visiting, and attending school events.

Our annual school theme helps to promote our positive school culture as well. All stakeholders are aware of our shared theme that inspires us to reach our goals.

Our PBIS initiatives create a schoolwide framework for building and sustaining our positive school culture. CHAMPS, a school-wide behavior plan is implemented in all classrooms, as well as common areas within our school. Generating school and classroom expectations, including having leadership that will follow through consistently with consequences, creates a sense of trust and support from all stakeholders. Working through our PBIS team, we have created the following strategies to support positive behavior throughout the school: 1) a schoolwide attention signal, 2) grade-level discipline process with visuals, and 3) Bartram Bucks and Cafeteria Points. Being able to align our classroom discipline processes, procedures and consequences with the Student Code of Conduct allows for all stakeholders to be involved which has the greatest effect on positive school culture.

The Eagle of the Month initiative also contributes to the development of our positive school culture.

Focusing on a character trait each month provides students the ability to be recognized by their teacher in front of other students, staff, and parents. The power of praise provides the ability to change student behaviors and allows for others to see how this character trait aligns with our school expectations.

Building authentic relationships between staff and all stakeholders with a focus on supporting all students will directly impact our school's success.

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

PBIS (Positive Behavior Interventions and Supports) Team

Danay Pierre - Chairperson

Katie Hope - AP, Team Member