

Duval County Public Schools

# Chaffee Trail Elementary



2022-23 Schoolwide Improvement Plan

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## Chaffee Trail Elementary

11400 SAM CARUSO WAY, Jacksonville, FL 32221

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

### Demographics

**Principal: Casie Doyle L**

Start Date for this Principal: 7/24/2016

<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)	86%
<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* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (62%) 2018-19: B (59%) 2017-18: B (61%)
<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>	N/A
* 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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## Chaffee Trail Elementary

11400 SAM CARUSO WAY, Jacksonville, FL 32221

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

### 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	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

### School Grades History

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

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### SIP Authority

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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.

To Provide the basis for all students to become life long learners and well rounded citizens

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

Engage all students in meaningful work, Empower them to become responsible for their own learning, So that they Excel as productive citizens.

### 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
Doyle, Casie	Curriculum Resource Teacher	CLC Reading and Science, Plan with Interventionist, Provide support plans for teachers, many managerial roles. Instructional Leaders, Systems and Management Leaders, PD Supervisor and Instructors, Data Analyst, Student Discipline Supervisors, Behavior support Coaches.
Rock, Erin	Assistant Principal	Instructional Leaders, Systems and Management Leaders, PD Supervisor and Instructors, Data Analyst, Student Discipline Supervisors, Behavior support Coaches.

### Demographic Information

#### Principal start date

Sunday 7/24/2016, Casie Doyle L

**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.*

na

**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.*

na

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

49

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

750

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.

5

### 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	102	134	130	126	129	129	0	0	0	0	0	0	0	750
Attendance below 90 percent	3	41	45	42	37	30	0	0	0	0	0	0	0	198
One or more suspensions	0	1	2	2	7	3	0	0	0	0	0	0	0	15
Course failure in ELA	3	3	0	4	12	3	0	0	0	0	0	0	0	25
Course failure in Math	2	2	0	5	14	2	0	0	0	0	0	0	0	25
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	36	29	0	0	0	0	0	0	0	65
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	36	22	0	0	0	0	0	0	0	58
Number of students with a substantial reading deficiency	4	16	29	43	0	0	0	0	0	0	0	0	0	92
	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	
	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	

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	4	14	29	39	31	23	0	0	0	0	0	0	0	140

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	3	2	0	8	0	0	0	0	0	0	0	0	0	13
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 7/26/2022

**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	117	111	119	123	119	157	0	0	0	0	0	0	0	746
Attendance below 90 percent	2	27	36	36	39	27	0	0	0	0	0	0	0	167
One or more suspensions	1	1	2	2	2	3	0	0	0	0	0	0	0	11
Course failure in ELA	30	1	2	6	5	0	0	0	0	0	0	0	0	44
Course failure in Math	1	0	1	7	5	0	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	7	51	43	35	82	0	0	0	0	0	0	0	218
Level 1 on 2019 statewide FSA Math assessment	0	0	0	48	47	49	0	0	0	0	0	0	0	144
Number of students with a substantial reading deficiency	0	0	0	0	1	1	0	0	0	0	0	0	0	2

**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	3	12	56	43	34	53	0	0	0	0	0	0	0	201

**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	3	1	0	8	6	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

**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	117	111	119	123	119	157	0	0	0	0	0	0	0	746
Attendance below 90 percent	2	27	36	36	39	27	0	0	0	0	0	0	0	167
One or more suspensions	1	1	2	2	2	3	0	0	0	0	0	0	0	11
Course failure in ELA	30	1	2	6	5	0	0	0	0	0	0	0	0	44
Course failure in Math	1	0	1	7	5	0	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	7	51	43	35	82	0	0	0	0	0	0	0	218
Level 1 on 2019 statewide FSA Math assessment	0	0	0	48	47	49	0	0	0	0	0	0	0	144
Number of students with a substantial reading deficiency	0	0	0	0	1	1	0	0	0	0	0	0	0	2

#### 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	3	12	56	43	34	53	0	0	0	0	0	0	0	201

#### 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	3	1	0	8	6	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

## 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	54%	50%	56%				53%	50%	57%
ELA Learning Gains	63%						54%	56%	58%
ELA Lowest 25th Percentile	49%						49%	50%	53%
Math Achievement	67%	48%	50%				70%	62%	63%
Math Learning Gains	71%						68%	63%	62%
Math Lowest 25th Percentile	68%						56%	52%	51%
Science Achievement	62%	59%	59%				60%	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	47%	51%	-4%	58%	-11%
Cohort Comparison		0%				
04	2022					
	2019	61%	52%	9%	58%	3%
Cohort Comparison		-47%				
05	2022					
	2019	50%	50%	0%	56%	-6%
Cohort Comparison		-61%				

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	63%	61%	2%	62%	1%
Cohort Comparison		0%				
04	2022					
	2019	77%	64%	13%	64%	13%
Cohort Comparison		-63%				
05	2022					
	2019	67%	57%	10%	60%	7%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	60%	49%	11%	53%	7%
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	26	53	60	45	59	50	39				
BLK	49	59	45	63	69	62	57				
HSP	35	36		43	71						
MUL	67	69		76	67						
WHT	63	71	64	75	74	82	73				
FRL	47	60	53	56	73	74	50				
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	36	43	27	50	45		35				
BLK	45	43	33	51	40	8	37				
HSP	32			23	30						
MUL	64			53							
WHT	64	63	58	70	62	40	66				
FRL	48	48	50	48	46	22	45				
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	30	50	47	45	50	59	35				
ELL	33	30		42	50						
BLK	43	50	45	61	61	52	43				
HSP	36	31		56	62						
MUL	61	67		72	73						
WHT	67	59	67	81	75	73	76				
FRL	49	56	48	65	59	53	58				

### 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	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	434
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	58
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	46
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	70
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	72
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?

Overall lack of growth in reading proficiency across the board. Most significantly is the lack of growth in reading proficiency is our students with disabilities. We saw an overall improvement in our math and science proficiency.

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

Reading Proficiency

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

Contributing factors include the gap in learning created in prior years due to online classes during covid and the number of days students missed due to quarantining from exposure and or a positive test result. Lack of understanding and time for implementing guided reading and independent reading daily practices. This includes teachers understanding of the foundation to early reading as well as how to effectively run center time with fidelity.

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

Math over all proficiency and math overall gains. The group that showed the most growth in math was our bottom quartile students.

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

A focus on teacher delivery of ON GRADE LEVEL standards during our CLC time and our walk throughs. An increase in pull out supports via Math Coach and Math Para support for small groups in 5th grade. Additional before school supports for morning math groups using SAI funding.

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

More focus on - Standards based grade level instruction and assessments  
Continued focus on developing teachers' knowledge of foundations to reading how to diagnosis needs, how to scaffold the reader  
Increase Parent engagement- provide opportunities to share best home practices to support student learning and growth  
Encourage students to attend school daily and be active participates in their learning goals  
Work to develop a culture of shared beliefs among our stakeholders that ALL STUDENTS can LEARN and be SUCCESSFUL

**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.**

CLC'S will focus on Standards Based Instruction and supports, additional opportunities throughout the year will be provided to build teacher knowledge of the foundations of reading. Additional pd opportunities for students' engagement and goal setting will become a part of our early dismissal time in monthly. Blended learning and Curriculum ongoing training will continue throughout the school year school based and district based.

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

The incorporation of Benchmark Curriculums and UF phonics curriculum. Continued planning sessions with a focus on student data and goal setting. Continued use of the standards-based walk through that will help us guide the needs for our clc meetings.

#### **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 B.E.S.T. Standards**

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

Our data on from 2020-21 Standards based dashboard shows a deficit in student ability to demonstrate their knowledge of the standard being delivered in the instruction as well as the task used to demonstrate students knowledge of the standard is often less than grade level/standard. The task often demonstrates minimal proficiency of the standard. Moving forward this year our goal is that Instruction will match depth, breadth and scope of grade level standard to ensure that student can show proficiency at grade level. Based on our standards walk through we found that while the teachers instruction covered the standard at grade level the assessment piece often did not align with the rigor of grade level standard. The goal is to use clc planning time to work around creating learning arcs for the standards increasing student engagement and responsiveness to benchmarks. This will guide us in developing exit slips and formatives that asses the standard at minimally a level 3 proficiency while giving students opportunities to stretch into levels 4&5. In addition, the goal is to promote students discourse/engagement and ownership around the standard during each portion of the lesson from start to finish. 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. Funds will be used to create a culture and climate that embraces student centered classrooms which will increase student accountability and acheivement.

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

All of our current core content teachers will engage in successful standards based instruction, planning procedures, reviewing and designing assessment/ task resulting in a rating of 1.5 or greater on the district Walk Though Rubric. Student accountable talk around the standard will increase to a vast majority on the rubric.

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

CLC meetings and Admin walkthroughs.

**Person responsible for monitoring outcome:**

[no one identified]

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

Meaningful CLC that produces lessons and formatives that ensures students are not only exposed to standards aligned instruction, but as well the task and assessments given to students are aligned with appropriate grade level requirements. They will demonstrate the rigor needed to exemplify and score minimally at a level 3 proficiency. Ultimately the student will be given opportunities to demonstrate knowledge and performance at a level 4 or 5 level. Guiding questions that prompt student conversation that demonstrates metacognition of the lesson and standard These will consistently be a



part of our clc planning session products.

Based on standard walk through tool, the admin team can measure classrooms that have aligned standards and experience.

**Rationale for Evidence-based Strategy:**

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

The rationale is to ensure students are getting standards-aligned and grade appropriate instruction, so 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.

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

**#2. ESSA Subgroup specifically relating to Economically Disadvantaged****Area of Focus****Description and Rationale:**

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

As a Title I school we have many deficits in student learning. After reviewing our FSA, Iready, and Reading Mastery data the most noticeable impact these deficits have is on students ability to become successful readers. This impacts students success in all core subjects (Math, Science, Social Studies, etc.) as reading is an integral part of all learning. In an effort to provide as many supports as possible for our students we hope to provide information for parents on how to assist their students at home.

**Measurable****Outcome:**

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

By providing parent informational and learning sessions we will increase their ability and willingness to support and extend the learning that takes place in school with reading, writing, math, and science. We will see an increase in student reading logs and blended learning practice and in turn achievement scores.

**Monitoring:**

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

Increased in student use of blended learning platforms from home. Increase in student reading logs. Increase in student attendance and on time arrival. Increase in student reading proficiency scores. Teacher data chats, quarterly grade reviews, student benchmark scores.

**Person**

**responsible for monitoring outcome:**

Casie Doyle (crawfordc2@duvalschools.org)

**Evidence-based Strategy:**

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

Blended learning platform review with parents (Achieve, Freckle, etc) parent familiarty with the program use and benefits will encourage a partnership extendeding the learning from school into the home. Parent Data Nights, review of the assessment documents they recieve and what they mean and the prescriptive next steps they can provide for school and home. Student Sucess Semester meetings wil provide parents an opportunity to set goals for their students and celebrate success and plan for next steps.

**Rationale for Evidence-based Strategy:**

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

Title I PFEP support.

**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.

Plan Parent nights and gather resources and make and takes for parents

**Person****Responsible**

Casie Doyle (crawfordc2@duvalschools.org)

**RAISE**

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

**Area of Focus Description and Rationale**

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

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

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

Reading Interventionist assigned to 50 students to support their growth

UFLI reading phonics program used in all classes k-2

Benchmark Standards Based Curriculum

Blended Platform- Waterford (K) - 1st 2nd - Iready Reading

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

Reading interventionist assigned to students to support their growth

Corrective reading used in VE pull out groups and in 3rd grade lowest performing students

Benchmark Standards Based Curriculum

Blended Platform- Achieve & Freckle

**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)**

55% of students will perform at reading proficiency as measured by the state assessment

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

55% of students will perform at reading proficiency as measured by the state assessment

**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.

Monthly Data Chats with CLC's reviewing all reading data and creating small group remediation and or supports based on data.

Benchmark Data tracking

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Doyle, Casie, crawfordc2@duvalschools.org

**Evidence-based Practices/Programs:**

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

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

k-5 Benchmark Advanced monitored via classroom walk throughs, CLC's and student assessments  
k-5 blended learning platforms as follows Achieve grades 3-5, Waterford (k) Iready (1&2)

**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?

All curriculum and blended learning platforms are research based that address students individual needs.

**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
Reading interventionist k-2, 3-5 - Will meet with the Leaderships to for support and follow up with assessment data chats.	Doyle, Casie, crawfordc2@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.**

Communication, Availability, and Visibility are key in creating a positive and safe learning environment.

Communication - We have multiple systems in place to ensure stakeholders are informed (robocallouts, social media, school webpage, teacher text platforms, and quarterly newsletters.

Community events - events that allow stakeholders to partner with the school in collaborating for student success. During these event the admin team and teacher are present to answer questions and or provide additional supports.

Visibility - the admin team is visible for morning arrival and dismissal as well as all stakeholder events this creates a sense of partnership with the public. We have also been told by our stakeholders that being able to see us daily makes them feel safer about their students being here on campus through out the day.

Title I funds will be used to develop a school wide culture and climate building program to develop student belonging and participation in the school.

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

We report out our data from the 5 E survey setting goals to improve each area of concern in the following stakeholder committee meetings in August :

STEERING Committee

PTA Family Night/PTA board meeting

SAC committee

CTES Leadership Team

Title I family students success family night