

Duval County Public Schools

Brookview Elementary School



2022-23 Schoolwide Improvement Plan

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

Brookview Elementary School

10450 THERESA DR, Jacksonville, FL 32246

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

Demographics

Principal: Tracey Kendrick

Start Date for this Principal: 7/28/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-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)	100%
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: B (61%) 2018-19: C (48%) 2017-18: C (48%)
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

Brookview Elementary School

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</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;">70%</p>

School Grades History

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

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SIP Authority

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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.

Brookview Elementary School enables every student to reach their highest potential by establishing a curriculum that meets or exceeds government standards for education; providing extracurricular programs that develop children's mental, physical and social skills; and partnering with parents and the community to create an environment geared to the success of all students.

Provide the school's vision statement.

Brookview Elementary School is committed to equipping students with the tools they need for academic, personal and social achievement.

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
Kendrick, Tracey	Principal	
Taylor, Tammy	Assistant Principal	

Demographic Information

Principal start date

Thursday 7/28/2022, Tracey Kendrick

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

23

Total number of students enrolled at the school

430

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

6

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	63	72	71	79	68	63	0	0	0	0	0	0	0	416
Attendance below 90 percent	0	4	4	1	3	4	0	0	0	0	0	0	0	16
One or more suspensions	2	2	2	1	1	2	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	31	23	0	0	0	0	0	0	0	54
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	23	16	0	0	0	0	0	0	0	39
Number of students with a substantial reading deficiency	25	20	20	19	31	23	0	0	0	0	0	0	0	138

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	5	1	9	23	0	0	0	0	0	0	0	43

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

Date this data was collected or last updated

Thursday 7/28/2022

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	70	73	75	77	91	89	0	0	0	0	0	0	0	475
Attendance below 90 percent	0	0	0	1	8	24	0	0	0	0	0	0	0	33
One or more suspensions	2	0	2	1	2	3	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	3	3	1	1	0	0	0	0	0	0	0	8
Course failure in Math	0	0	4	4	1	0	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	24	0	0	0	0	0	0	0	0	0	24
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	12	16	53	24	23	20	0	0	0	0	0	0	0	148

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	2	4	5	22	50	0	0	0	0	0	0	0	86

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	1	2	9	8	0	0	0	0	0	0	0	21
Students retained two or more times	0	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	70	73	75	77	91	89	0	0	0	0	0	0	0	475
Attendance below 90 percent	0	0	0	1	8	24	0	0	0	0	0	0	0	33
One or more suspensions	2	0	2	1	2	3	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	3	3	1	1	0	0	0	0	0	0	0	8
Course failure in Math	0	0	4	4	1	0	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	24	0	0	0	0	0	0	0	0	0	24
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	12	16	53	24	23	20	0	0	0	0	0	0	0	148

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	2	4	5	22	50	0	0	0	0	0	0	0	86

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	1	2	9	8	0	0	0	0	0	0	0	21
Students retained two or more times	0	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	43%	50%	56%				47%	50%	57%
ELA Learning Gains	58%						59%	56%	58%
ELA Lowest 25th Percentile	61%						63%	50%	53%
Math Achievement	65%	48%	50%				51%	62%	63%
Math Learning Gains	79%						44%	63%	62%
Math Lowest 25th Percentile	79%						31%	52%	51%
Science Achievement	39%	59%	59%				38%	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	45%	51%	-6%	58%	-13%
Cohort Comparison		0%				
04	2022					
	2019	44%	52%	-8%	58%	-14%
Cohort Comparison		-45%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	48%	50%	-2%	56%	-8%
Cohort Comparison		-44%				

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	53%	61%	-8%	62%	-9%
Cohort Comparison		0%				
04	2022					
	2019	49%	64%	-15%	64%	-15%
Cohort Comparison		-53%				
05	2022					
	2019	46%	57%	-11%	60%	-14%
Cohort Comparison		-49%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	35%	49%	-14%	53%	-18%
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	25	54	69	53	83	91	6				
ELL	23	54		56	85		14				
ASN	59	73		81	91						
BLK	41	67		68	63		42				
HSP	34	42		45	79	83	24				
MUL	59			76							
WHT	45	57	50	75	80		30				
FRL	42	54	65	64	77	75	33				

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	22	33		32	43		29				
ELL	28	65		50	56		29				
ASN	63	60		76	70		50				
BLK	28	60		27	47		22				
HSP	39			47	60		50				
MUL	55			64							
WHT	40	60		48	46		30				
FRL	36	56	46	42	52	53	29				
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	15	58	63	27	40	33	10				
ELL	33	50	67	42	47	40	31				
ASN	46	47		52	35		36				
BLK	44	56	40	40	41	27	33				
HSP	38	50	56	56	50	43	33				
MUL	48	65		52	35		40				
WHT	53	71	83	56	48	36	43				
FRL	45	57	62	49	41	27	40				

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	60
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	58
Total Points Earned for the Federal Index	482
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	54
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	48
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	76
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	56
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	52
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	68
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	56
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	60
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?

Significant mathematics gains in lowest quartile subgroups as measured by FSA. Math achievement and gains were strong in third, fourth and fifth grade for the 21-22 school year. Reading achievement is still lagging behind.

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

The data indicates that reading proficiency is underperforming, this indicates opportunities in tier 1 instruction, specifically at the foundation level.

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

A greater emphasis on literacy with both students, parents, and teachers needs to be a priority for Brookview. Teachers will receive coaching on providing tier 1 reading instruction.

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

Student improvement in mathematics showed the greatest improvement in all subgroups. State testing revealed that 80% of students made gains on the 2022 FSA.

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

Students were taught in small groups for mathematics school-wide for the 21-22 school year. A math coach pushed into classrooms and taught some of the most fragile learners.

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

Small group instruction and targeted intervention are the strategies that are accelerating learning at Brookview.

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.

Teachers, coaches, and leaders will participate in professional development focused on how to implement small group instruction effectively. We will also focus on effective classroom discussions.

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

When available, teacher leaders will monitor small group instruction in classrooms to ensure that quality instruction is being sustained.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to PBIS & Student Safety & Wellbeing

Area of Focus Description and Rationale:

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

In the 5 Essentials Survey, less than 30% of students reported feeling safe in the hallways and restrooms. Students must feel safe at school to direct their focus on learning.

Measurable Outcome:

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

The 2023 5 Essentials Survey

Monitoring:

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

Students will be polled on safety measures multiple times during the school year.

Person responsible for monitoring outcome:

Tammy Taylor (taylor7@duvalschools.org)

Evidence-based Strategy:

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

Brookview will follow all steps to become a PBIS model school. The intended goals are:
Teach students how to achieve expected outcomes; Prevent problem behaviors from taking place; Provide relevant incentives for students to demonstrate desired behaviors; Use consequences for punishment that are aligned to the function of the student's behavior.

Rationale for Evidence-based Strategy:

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

Using a “systems approach” means that educators address the interdependence of their environment, policies, and procedures as they plan and evaluate their activities. This includes:
Considering variables that support or create barriers to effective practices
Taking steps to dismantle “silos” in support provision (e.g., mental health, academics, educator evaluations, competing initiatives, medicine, social services, etc.)

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. Instructional Practice specifically relating to Student Engagement

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

All of the Ambitious Instruction indicators on The 5 Essentials Survey were very strong with the one outlier of Quality Student Discussion which received a rating of Weak.

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

The Quality Student Discussion criteria will move to a rating of Neutral on the 2023 5 Essentials

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

Admin and coach walkthroughs will look for improvement in the quality of classroom discussions.

Person responsible for monitoring outcome:

Tammy Taylor (taylor7@duvalschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being

SOCRATIC SEMINAR >
 Basic Structure: Students prepare by reading a text or group of texts and writing some higher-order discussion questions about the text. On seminar day, students sit in a circle and an introductory, open-ended question is posed by the teacher or student discussion leader. From there, students continue the conversation, prompting one another to support their claims with textual evidence. There is no particular order to how students speak, but they are encouraged to respectfully share the floor with others. Discussion is meant to happen naturally and students do not need to raise their hands to speak. This overview of

implemented for this Area of Focus.

Socratic Seminar from the website Facing History and Ourselves provides a list of appropriate questions, plus more information about how to prepare for a seminar.

Rationale for Evidence-based Strategy:

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

Research shows a strong link between a given student's talk time and number of utterances featuring reasoning and that student's achievement. As for student talk time, a connection at the classroom level was also identified – students in talkative classrooms had better results. The advantages of classroom discussion include: Increases students' interests and engagement , Provides Instructor with Feedback , Promotes Preparation, Develops Students' Speaking Skills, Controls The Classroom Environment.

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. Professional development in running an effective classroom text-based discussion
2. Opportunity for teachers to observe effective classroom discussions

Person Responsible

Tracey Kendrick (kendrickt1@duvalschools.org)

#3. Instructional Practice specifically relating to Differentiation

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

Reading proficiency at Brookview Elementary has been lagging behind math. 2021 Reading proficiency was 43% versus math proficiency of 64%.

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

FAST and STAR Early Literacy assessments will be used to differentiate potentially proficient reading students and teachers and interventionists will provide research based interventions for the identified group in order to increase reading proficiency.

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

Progress Monitoring, teacher records, classroom assessments, push group data.

Person responsible for monitoring outcome:

Tammy Taylor (taylor7@duvalschools.org)

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

Reading diagnostics will be used to differentiate skill groups and research-backed interventions will be used.

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

Differentiated instruction has the goal to modify instruction until it meets the needs of all learners and nurtures their success.

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.

The Title I grant project and funds will be leveraged for supplemental programming and will be used to implement salaried and non-salaried activities. The activities and strategies include:

1. Identify differentiated groups, specifically students with minimal gaps that are preventing them from scoring proficient on assessments.
2. Teachers will pull small groups daily to close these gaps.

Person Responsible

Tammy Taylor (taylor7@duvalschools.org)

No description entered

Person Responsible

[no one identified]

No description entered

Person Responsible

[no one identified]

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

A comprehensive reading program has been implemented for the 21-22 school year with fidelity and appropriate instructional time is protected for teachers and students daily. Teachers will be trained in UFLI and implementation monitored.

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

A comprehensive reading program has been implemented for the 21-22 school year with fidelity and appropriate instructional time is protected for teachers and students daily. Teachers are receiving PD on teaching practices and student led text-based discussions.

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)

FAST testing (Renaissance STAR EL and Reading) will improve from proficiencies in 20% range to over 50%.

Grades 3-5: Measureable Outcome(s)

FAST PM3 will have an average ELA proficiency exceeding 50% with a focus on improving proficiency in the 4th grade cohort from 29% to 50%.

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.

We will use FAST progress monitoring to make instructional small group decisions.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Kendrick, Tracey, kendrickt1@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-2 UFLI (foundations) for phonics and guided reading groups. 3-5 will utilize Corrective Reading, Benchmark Advanced curriculum, and common planning. These practices align with the district's K-12 Reading Plan and the B.E.S.T. ELA standards.

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?

These practices will address our deficits in foundational reading skills/phonics in K-2 and standards based skills in 3-5.

Action Steps to Implement:

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy interventionists will monitor implementation of UFLI and Benchmark Advance. Corrective Reading support is provided by district-provided consultants.	Kendrick, Tracey, kendrickt1@duvalschools.org
District and State Level progress monitoring assessments will be executed and analyzed with responsive measures taken to meet the needs of students.	Taylor, Tammy, taylort7@duvalschools.org
Teachers are engaging in professional learning via book studies to address higher level teaching techniques and classroom text-based discussions.	Taylor, Tammy, taylort7@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.

Parents will be welcomed to Brookview through Title I engagement events such as math or science nights. Furthermore, in a determined effort to bring parents into the circle as partners in their child's education, data will be sent home along with grade level expectations every assessment cycle, along with an invitation to schedule a conference to discuss what those metrics mean.

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

Principal Tracey Kendrick, Assistant Principal Tammy Taylor, School Counselor Mrs. Faulk, PBIS/ Restorative Practice committee headed by the school counselor, instructional coaches, and all of Brookview instructional staff.