Duval County Public Schools

Anchor Academy

2022-23 Schoolwide Improvement Plan

Table of Contents

Anchor Academy

555 WONDERWOOD DR, Atlantic Beach, FL 32233

www.duvalschools.org/anchoracademy

Demographics

Principal: Jennifer Beale   Start Date for this Principal: 8/1/2020

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)	29%
2021-22 ESSA Subgroups Represented (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*
School Grades History	2021-22: B (57%) 2018-19: B (58%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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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	No	29%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Committed to providing a safe, healthy space for students to discover and explore their path to becoming a successful, global citizen through comprehensive, insightful instruction. Here, dreams begin!

Provide the school's vision statement.

Committed to providing a safe, healthy space for students to discover and explore their path to becoming a successful, global citizen through comprehensive, insightful instruction. Here, dreams begin!

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
Beale-Collier, Jennifer	Principal	Jennifer Beale-Collier: provides leadership that motivates instructional and support personnel to strive for and provide the best possible opportunities for student growth and development both socially and emotionally. As the principal, she creates and maintains a safe, inviting environment for all students. Conducts faculty and staff evaluations to provide improvement to their professional practices. Continues to ensure a positive behavioral system that is fair and promotes restorative justice is provided to all students. Supports teachers' understanding and implementation of the Florida State Standards which strategically correlate to students being College and Career ready. Evaluates the social, emotional, and educational needs of all students in the building based on current behavior data, then problem solves. Facilitates professional development and provides opportunities for staff and faculty. Consistently communicates with all stakeholders regarding school-based decisions via parent-link, SAC, PTA, and social media.
	Assistant Principal	Adam Barr - Principal Designee, instructional leader, adheres to safety and discipline guidelines, ensures managerial operations are effective and consistent; supports operations of the school, also serves as the Testing Coordinator and Instructional Materials Manager; monitors instruction with regularly scheduled walkthroughs and using the informal and formal components of the district's CAST system; serves as a consultant for the School Advisory Council; monitoring instruction, analyzing student data (cognitive and non-cognitive), providing individualized and prescriptive professional development for teachers and support staff members. In addition to these responsibilities, the assistant principal is responsible for increasing student achievement. The Assistant Principal will also, work collaboratively with stakeholders and community members with securing business partners.
Keith, Eliese	School Counselor	Ms. Keith serves as our School Counselor. Her job and responsibilities include providing individual and small group counseling support to students, teaching classroom guidance lessons, facilitating MT meetings, provide crisis intervention, provide A.L.E.R.T. training to staff, processing referrals (i.e. gifted, 504, speech).
Maxwell, James	Instructional Technology	Mr. Maxwell ensures out instructional technology is up to date, and in good condition. He also uses a variety of digital technology such as the internet, web-based applications, computer devices, online curriculum to facilitate and enhance student learning in the classroom.
Price, Chantel	Other	Ms. Price is responsible for supporting student achievement in the area of 3rd - 5th grade Mathematics with special attention to Tier II and III instruction.

Demographic Information

Principal start date
Saturday 8/1/2020, Jennifer Beale

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.*

0

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.*

4

Total number of teacher positions allocated to the school

19

Total number of students enrolled at the school

331

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

3

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

0

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	57	46	54	47	55	49	0	0	0	0	0	0	0	308
Attendance below 90 percent	2	0	0	0	0	1	0	0	0	0	0	0	0	3
One or more suspensions	0	0	1	3	1	1	0	0	0	0	0	0	0	6
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	5	0	0	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	10	8	0	0	0	0	0	0	0	24
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	13	13	0	0	0	0	0	0	0	29
Number of students with a substantial reading deficiency	5	2	4	7	8	0	0	0	0	0	0	0	0	26

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	3	1	1	2	2	3	0	0	0	0	0	0	0	12

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	0	0	0	0	0	0	0	0	0	0	0	1
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

Wednesday 7/27/2022

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 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	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	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 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	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	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	67%	50%	56%				66%	50%	57%
ELA Learning Gains	63%	58%	61%				56%	56%	58%
ELA Lowest 25th Percentile	41%	51%	52%				35%	50%	53%
Math Achievement	63%	59%	60%				75%	62%	63%
Math Learning Gains	60%	63%	64%				67%	63%	62%
Math Lowest 25th Percentile	35%	57%	55%				43%	52%	51%
Science Achievement	67%	47%	51%				66%	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	74%	51%	23%	58%	16%
Cohort Comparison		0%				
04	2022					
	2019	56%	52%	4%	58%	-2%
Cohort Comparison		-74%				
05	2022					
	2019	69%	50%	19%	56%	13%
Cohort Comparison		-56%				

				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	72%	64%	8%	64%	8%
Cohort Comparison		-83%				
05	2022					
	2019	66%	57%	9%	60%	6%
Cohort Comparison		-72%				

				SCIENCE		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	71%	49%	22%	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	35	18		50	45						
BLK	66	70		59	55		64				
HSP	60			70							
MUL	86			85							
WHT	65	63		59	64		71				
FRL	71	67		61	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	63			50							
BLK	73			46							
HSP	58			58							
MUL	57			71							
WHT	66	60		66	50		67				
FRL	43			39							

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	16	31	30	32	31	30	31				
BLK	67	61		70	67						
HSP	57	62		83	77						
MUL	50			64							
WHT	72	60	40	75	68	40	65				
FRL	60	39		67	65		56				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	396
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
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	63
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	65
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	86
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	64
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	62
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?

Trends that emerged across grade levels, subgroups, and core content areas are the decreases in Math proficiency.
One sub group that struggled the most across grade levels are the Economically Disadvantaged. Out of the 74 total students (62%) who were proficient (scored a, 3+) in Math, the Economically Disadvantaged sub group made up only 9 (39%) of the 74 students. This group had the fewest number of any sub-group for Math proficiency.

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

The 2022 FSA data components which demonstrate our greatest need for improvement are, Math and Science Proficiency. While our overall Math proficiency increased from 62% to 63%, our overall Science proficiency decreased by -4 points from (71%) to (67%).

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

The contributing factors which caused this need for improvement are:
? Part-time Resource limits ability to conduct ADMCP and PLC meetings consistently
? We need to continue to common plan and align task with standard to
ensure the depth of the standard is met.
? We need to ensure that during instruction teachers are releasing the students to work independently on appropriately aligned task.
? Ensure teachers are providing specific feedback to students in order to improve students' achievement.
? Implementing frequent small group instruction with targeted strategies for remediation.
? Low attendance for after-school tutoring.

New actions needed to be taken to address this need for improvement are:
? Increase opportunities for frequent small group instruction with targeted strategies for remediation.
? Increasing attendance for after-school tutoring.

? My Standards Coach is now my Math Interventionists, and she will provide immediate support to our proficient, "bubble students" and via "push-in" and mall-group instruction as well as support teachers.

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

The data component that showed the most improvement is overall 3rd & 4th grade Reading and Math proficiency, particularly 3rd Grade Math.

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

Contributing factors for improvement included drilling down District Math Progress monitoring Assessment data (ie., Freckle, i-Ready Diagnostic, STAR,) and providing targeted supports to students based on their individual data. Also, consistent small-group instruction, after-school tutoring. We continued to monitor student academic and assessment data each quarter and throughout the school year.

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

We will also focus on daily classwork to ensure it's aligned to the standard, to ensure effective instruction is implemented. -group lesson planning as well as frequent progress monitoring during common planning.

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.

We will provide teachers and leaders with professional development opportunities centered around the use of STAR/Freckle, successful implementation and lesson planning using the FL Math Reveal curriculum, and effective, lesson planning and differentiated small-group instruction.

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

? Consistent monitoring of standards/benchmarks aligned instruction and through weekly common planning using the Benchmark Walkthrough Tool (BWT) will ensure sustainability of improvement for the 2022-2023 school year and beyond.
? We will analyze FAST, PMA, and STAR diagnostic data, lesson checks, module assessments, and daily classwork to ensure effective instruction is implemented.
? Small-group plans will be developed and monitored to ensure task and assessments are aligned to B.E.S.T standards, implementation through walkthroughs and consistent feedback.
? A Math Interventionist will be added to provide Tier II and Tier III Instructional support for identified students, as well as support teachers.

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 Small Group Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Last year, Standards aligned instruction was identified as a critical need because historically, many students performed below grade level in Mathematics. As a result of consistently focusing on standards aligned instruction during Common Planning we were able to see an increase in Math Proficiency from 62% to 63% proficiency. While we had a 1 point increase in overall Math proficiency (63%), on the 2022-2023 FSA, our data, also showed our students achieved, 60% learning gains, and 35% achieved LPQ learning gains. This is compared to Reading where 67% of students were proficient and 63% of those students made learning gains, and 41% of those achieved LPQ learning gains. This discrepancy shows that when students were presented with standards aligned instruction, they are successful; in turn, a lack of standards based instruction and remediation have a negative impact on student achievement. Another critical need area that has been identified by our 2021-2022 FSA Data is Science Proficiency. Our Science proficiency decreased by -4 points (71%) to (67%) percent.
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 67% to 68% and in Math from 63% to 64% as well as increasing our Science proficiency from 67% to 70%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This Area of Focus will be monitored through reviewing, analyzing and tracking informal and formal math assessment data from: Freckle/STAR, FAST, PMAs, Mastery Checks. Quarterly data chats with teachers will be conducted in addition to weekly progress monitoring checks, during PLCs. Admin will also review and maintain data notebooks containing student data from the progress monitoring assessments throughout the year.
Person responsible for monitoring outcome:	Jennifer Beale-Collier (bealej@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy being implemented weekly progress monitoring through the use of student data tracking forms.
Rationale for Evidence-based Strategy:	The rationale for selecting student data tracking as a specific strategy, is because research shows that it's most effective when done frequently, consistently and with implementing follow-up and next steps for small-group instruction. The

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	resource used for selecting this strategy is progress monitoring forms that teachers can use to track their individual data, as well as their student-data tracking forms. This will also help students take accountability in their learning, and encourage them to improve, maintain, and exceed their achievement on the various assessments.

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 2020-21 Reading and Math FSA, along with 2022-23 FAST and Freckle, progress monitoring assessments 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 instruction before, and during the school day.
4. Freckle by Renaissance Learning will be used in grades 3 - 5.
5. Study Island will be used in grades 3 - 5.
6. FAST, iReady will be used in grades K - 2.

Person Responsible   Jennifer Beale-Collier (bealej@duvalschools.org)

During Common Planning, work with teachers on planning small-group lessons using the B.E.S.T. FL. Math Reveal, B.E.S.T Benchmark Advance, and HMH resources, to ensure instruction is aligned to standards as well as student tasks, and assessments.

Person Responsible   Jennifer Beale-Collier (bealej@duvalschools.org)

Teachers will then work with small groups to provide remediation on the identified standards students show deficiencies in, when scoring below 70% on an assessment. After re-teaching the identified skill or concept, students will be re-assessed and if mastery isn't achieved, the teacher will provide the students with additional remediation again if needed, to ensure students show mastery of the standard(s) at 70% or above.

Person Responsible   [no one identified]

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Less than half of the classrooms show standards based aligned instruction when looking at tasks, delivery and assessments. Based on the 5 Essentials survey, Collaborative Practices was measured at ?%. Based on this, the primary focus will be to ensure the alignment of instructional standards with delivery of instruction to accelerate learning and provide opportunities for high achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	100% of content teachers will engage in common planning that addresses successful standards-based instruction planning, alignment and implementation.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Ongoing monitoring will occur during weekly calibrations (to include teachers) of standards-based walkthroughs. Data from the weekly walkthroughs will be shared with teachers to identify next steps in the areas focus board, instructional delivery and assessments. Teachers will participate in bi-weekly data chats where student work and aligned tasks will be discussed.
Person responsible for monitoring outcome:	Jennifer Beale-Collier (bealej@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy being implemented for this Area of Focus is calibration by using the Standards Walk Through results, to determine if the professional development changes how teachers are assessing student learning. This will result in students determining mastery.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	According to the Opportunity Myth, students who are able to work on grade-appropriate assignments and assessments have shown a significant increase in their academic achievement. Therefore, creating, implementing, assessing, and reflecting to determine the next steps for grade-level standards-based instruction is an important part of the process for our students to demonstrate mastery of the full standard, and become proficient.
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.	

Teachers will regularly participate in common planning sessions and Grade-Level Professional Learning Communities with administration and Math interventionist to collaborate and developing small-group lesson plans that address standards-based alignment relating to effective instructional practices, analyzing student work and data collection/assessments.

Person Responsible   Jennifer Beale-Collier (bealej@duvalschools.org)

Administrators will calibrate weekly by comparing results from the "Assessing Student Learning" area (Determines Mastery). Administrators will also monitor the student learning by following up through observations using the walkthrough tool, to determine if students are working towards mastery of the standards. This will be done on a weekly basis.

Person Responsible   Jennifer Beale-Collier (bealej@duvalschools.org)

Review assignments and assessments with teachers bi-weekly, to ensure they are aligned to the standard and provide data to show they are on track towards mastery of the standard.

Person Responsible   Jennifer Beale-Collier (bealej@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.

In order to maintain our positive school culture and environment, AAE Stakeholders routinely engage in providing feedback at the school level which will help us develop our school improvement goals addressing specific areas of focus. An issue that has become paramount, at AAE is, our steadily declining student enrollment. This school year, we plan to address it by focusing our efforts on renewing and improving our school culture and climate. We also hope this will help us determine what affects it has on our student enrollment.

During the 2021-2022 School year, AAE faculty/staff, students, and parents were highly encouraged to complete the 5-Essentials Survey. The nature of this survey provided them with an opportunity to express their feedback concerning various domains involved in the operation of the school confidentially. Teachers provided feedback related to the categories of Ambitious Instruction, Effective Leaders, Collaborative Teachers, and Involved Families. Students provided feedback related to the categories of Ambitious Instruction and Supportive Environment. Parents provided feedback related to the categories of Communication Preferences, Computer-Internet Access, Parent Connectedness, Parent Involvement & Disruptions, Parent Satisfaction, Parent-Student Interaction, Parent-Teacher Interaction, Parents' Assessment of Involvement in School, Parent's Assessment of School Safety, Parents' Assessment of Teacher Trust, Quality of School Facilities, and School Outreach.
Once 5 -Essentials Survey Data was collected from the various stakeholder groups, and we received our final measure reports in May 2022. We will share this information through multiple forums including, Leadership Team, Shared Decision-Making Team, SAC, and PTA meetings. This enables stakeholders to interpret the meaning of the data results and determine the next steps for improvement associated with

making the school culture and environment more positive moving forward. Upon review and analysis our 2021-2022 5-Essentials Survey data, the AAE Administration Team developed our own Action Plan which will be addressed in our IPDP.

The following are current examples of how AAE builds a positive school culture and environment:

1. Anchored 4 Life Club: Anchored 4 Life develops leadership skills, enhances life skills, builds confidence, reinforces team building, and offers support by: building positive connections, increasing self-esteem and positive self-worth, integrating empathy and integrity into daily activities, providing opportunities to support transitioning youth by giving kits and co-leading location tours and activities. Students are recognized weekly and monthly for displaying positive character traits.

2. Faculty and Staff Professional Development: Professional development scheduled for pre-planning with Sharon Kasica, School Liaison Officer for Naval Station Mayport. The PD focuses on highly effective strategies to support military students and their families, as well as create a school environment that is supportive of military children.

3. School Beautification: The school has established a partnership with PTA and several local business partners to make significant improvements to the school campus. The improvements include additional benches to play area, improvements to school atrium as well as the front of the campus.

4. Military Family Life Counselors:

5. Silver & Golden Anchor Program:

6. Flag Raising & Coffee with the Principal with parents as a way to communicate with parents.

7. In 2022-2023, the PBIS Committee will create an annual PBIS Plan which will address AAE's students feelings of being "unsafe" while at school. It will also monitor and review data on how AAE faculty/staff members encourage and reinforce positive behaviors from all students, and how is affects the number of discipline incidents.

8. Willingness Over Why: The AAE Leadership Team will actively promote a positive school culture and learning environment by developing ways in which faculty/staff members can be recognized for their personal and professional achievements.

9. CIS - Student Enrichment Program: The Student Enrichment Program is the original program that Communities In Schools began in Jacksonville schools more than 25 years ago. The program places full-time site coordinators on school campuses throughout Duval County, where they work individually with 90 to 100 students. These students are counseled individually and in group sessions throughout the year, enabling them to realize their goals and providing them with the life skills they need to succeed. Home visits and parental involvement are essential parts of the program, and site coordinators connect students to needed community resources. While site coordinators work one-on-one with select students from the school's student body, hundreds of others are reached through school-wide services such as career fairs, men's and ladies' seminars and literacy programs. Funding for the Student Enrichment Program is provided by Duval County Public Schools, The Jim Moran Foundation and the DuBow Family Foundation.

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

Jennifer Collier- Principal
Adam Barr - Assistant Principal
Dana Carpenter - SAC President
Nicole Carter- PTA President

Elise Keith - School Counselor
Chantal Price - Standards Coach/Math Interventionist
Laquinta Campbell - Communities In Schools Project Coordinator
Katie McConnell & Willie Lott - Military Family Life Counselors (MFLC)