

Duval County Public Schools

Arlington Elementary School



2022-23 Schoolwide Improvement Plan

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Arlington Elementary School

1201 UNIVERSITY BLVD N, Jacksonville, FL 32211

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

Demographics

Principal: Paula Findlay

Start Date for this Principal: 7/1/2020

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	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* Black/African American Students Hispanic Students* Economically Disadvantaged Students
School Grades History	2021-22: C (51%) 2018-19: D (40%) 2017-18: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* 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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Arlington Elementary School

1201 UNIVERSITY BLVD N, Jacksonville, FL 32211

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

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	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

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

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide educational excellence in every classroom, for every student, every day.

To obtain academic proficiency and build strong character in all students.

Provide the school's vision statement.

Every student is inspired and prepared for success in college or a career, and life.

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
Findlay, Paula	Principal	
Conner, Crystal	Assistant Principal	
McAlister, Kiana	Other	

Demographic Information

Principal start date

Wednesday 7/1/2020, Paula Findlay

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

Total number of teacher positions allocated to the school

10

Total number of students enrolled at the school

210

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

9

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

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	24	44	36	37	31	26	0	0	0	0	0	0	0	198
Attendance below 90 percent	27	27	19	19	12	9	0	0	0	0	0	0	0	113
One or more suspensions	0	0	0	1	3	2	0	0	0	0	0	0	0	6
Course failure in ELA	1	2	2	1	0	0	0	0	0	0	0	0	0	6
Course failure in Math	1	1	1	0	0	0	0	0	0	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	7	6	0	0	0	0	0	0	0	18
Level 1 on 2022 statewide FSA Math assessment	0	0	0	4	7	8	0	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	1	9	22	26	0	0	0	0	0	0	0	0	0	58

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	1	12	22	22	7	5	0	0	0	0	0	0	0	69

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	1	1	3	5	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Friday 7/29/2022

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	42	38	42	32	41	37	0	0	0	0	0	0	0	232
Attendance below 90 percent	17	14	21	5	16	23	0	0	0	0	0	0	0	96
One or more suspensions	0	3	3	0	1	3	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	3	0	0	0	0	0	0	0	0	0	0	3
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	1	7	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	15	15	24	33	16	18	0	0	0	0	0	0	0	121

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

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

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	3	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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	42	38	42	32	41	37	0	0	0	0	0	0	0	232
Attendance below 90 percent	17	14	21	5	16	23	0	0	0	0	0	0	0	96
One or more suspensions	0	3	3	0	1	3	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	3	0	0	0	0	0	0	0	0	0	0	3
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	1	7	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	15	15	24	33	16	18	0	0	0	0	0	0	0	121

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

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

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	3	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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	31%	50%	56%				49%	50%	57%
ELA Learning Gains	67%						53%	56%	58%
ELA Lowest 25th Percentile	69%						50%	50%	53%
Math Achievement	47%	48%	50%				44%	62%	63%
Math Learning Gains	64%						34%	63%	62%
Math Lowest 25th Percentile	54%						31%	52%	51%
Science Achievement	25%	59%	59%				18%	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	52%	51%	1%	58%	-6%
Cohort Comparison		0%				
04	2022					
	2019	43%	52%	-9%	58%	-15%
Cohort Comparison		-52%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	41%	50%	-9%	56%	-15%
Cohort Comparison		-43%				

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	54%	61%	-7%	62%	-8%
Cohort Comparison		0%				
04	2022					
	2019	47%	64%	-17%	64%	-17%
Cohort Comparison		-54%				
05	2022					
	2019	28%	57%	-29%	60%	-32%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	13%	49%	-36%	53%	-40%
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	10	46		15	46						
ELL	12	50		35	63						
BLK	33	60		48	60		20				
HSP	19	73		45	73						
FRL	30	63	70	43	66		15				

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	27			24							
ELL	31			46							
BLK	40	67		53	61		33				
HSP	18			38							
WHT	70			60							
FRL	35	58		50	67		44				
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	23	40		25	23	20	14				
BLK	48	52	50	40	37	25	18				
HSP	42			42							
WHT	60	55		58	18						
FRL	47	51	60	46	35	36	17				

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)	TSI
OVERALL Federal Index – All Students	53
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	63
Total Points Earned for the Federal Index	420
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	44
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	54
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
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?

Learning gains were near 70% in Reading, but our proficiency continues to struggle at only 31%; More than 60% of our students made gains in Math and we dropped 4 points in proficiency. Our ESSA groups of most concern continue to be SWD and Black students.

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

Reading and Science continues to be our greatest need since only 26% of our 5th graders were proficient in science and only 31 % over all for Reading.

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

Of our 5 teachers in intermediate, 3 were novice teachers, 1 veteran and the last position had a vacancy for 7 months of the year. So those factors created less push-in support and teacher development due to the two coaches and interventionist was covering vacancy classes. To provide stronger Tier I supports, the 4th grade Teacher will build content knowledge for Literacy and Science Instruction. Additional training and support will be provided through Professional Development of RonClark Academy to enhance student engagement and more active critical thinking.

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

Our Lowest Performing Quartile (LPQ's) demonstrated the most gains at 69% in Reading and 53% in Math

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

Veteran 5th grade Teacher was very strategic in all elements of her Literacy instruction consistently; Leadership team supported with more time with small group intervention. Title I funds will be used to add supplemental personnel or supplemental materials to provide classroom instruction, specialized instruction and additional support to increase student achievement.

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

The Interventionist position supports small group instruction in both Reading and Math, in addition to the paraprofessional. These two roles help provide differentiated groups to provided tiered instruction. Better integration of skills and core content to provide a balance to close the deficits in students needs. More

opportunity for students to think more critical and collaborate on strategies and solutions. PLCs to support Teacher knowledge base with new Benchmarks and Assessments. Shifts of some teaching personnel due to inconsistent instructional delivery.

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.

Additional training and support will be provided through Professional Development of RonClark Academy to enhance student engagement and more active critical thinking. Weekly common planning sessions for 90 minutes with vertical teams. Usage of interactive journals in Science for Kinder through 5th grades. Integration of writing across all content areas. Fluency practice for word work and math facts at each grade level.

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

Family Engagement to build back partnership in all stakeholders contributing to the teaching and learning of all students. We've used Math Club (Acaletics) as a proactive tool to provide spiral practice of grade level benchmarks; groups are differentiated and provided scaffolded instruction. Supplies, such as desk caddies will be used to provide structure to primary students engaging in phonics and developing sound foundational reading skills.

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 Science

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

Only 26% of 5th graders scored proficient on Science assessment; There was not consistent science instruction in Kinder through 4th grade, if time was shortened for any content area, usually it was Science.

Measurable Outcome:

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

We will increase by 14 points in Science proficiency from 26% to 40%; as our 5th graders will score level 3 or above on state assessment.

Monitoring:

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

Master schedule will allow for minimum of 20 to 30 minutes for Kinder through 4th and 60 minutes for 5th grade instruction in Science. Administration will complete weekly instructional rounds and ensure that this happens across all grade levels.

Person responsible for monitoring outcome:

Paula Findlay (smithp10@duvalschools.org)

Evidence-based Strategy:

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

Interactive Journals will be implemented in EVERY classroom which will include high volume of vocabulary, in addition to thinking maps/ graphic organizers that will support student thinking.

Rationale for Evidence-based Strategy:

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

Students will be able to use the tool as a resource to process content, in addition to hands-on investigations. The Interactive Journal will allow students to make connection and build bridges to larger concepts in Science.

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.

Only 31% of our students are Reading on grade level in intermediate, and the trend continues across primary grade levels with poor attendance and low engagement.

Measurable Outcome:

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

We will increase our Reading proficiency by 14 points to 45%, which is supported by the level of learning gains which averaged 67% for past two years.

Monitoring:

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

Frequent instructional rounds will be conducted weekly to monitor the use of writing across all content areas. Informal and formal assessments will be used such as running records, fluency checks, reading records, etc.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

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

Integration of short and extended responses across all content areas, where students are having meaningful discourse, and then are able to write and respond with evidence from their learning.

Rationale for Evidence-based Strategy:

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

Literacy is foundational for both reading and writing in all content areas; students will be able to expanding their thinking more critical by writing and responding to higher order questions.

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

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

70% of primary students were still at least one grade level below on final iReady diagnostic in Spring 2022, which grew by 18 points from 98%. There was only 30% on grade level, up from 3% in Fall of 2021, but the trend regresses from Kinder (39%) to 1st grade (22%) and 2nd grade (26%).

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

The rising 3rd graders only at 26% proficient, rising 4th grade at 19% and rising 5th at 29%, projects only 25% proficiency for 2023, which is a 6 point drop from 31% on final ELA FSA.

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)

Reading proficiency will increase by 15 points from 30% to 45% in primary literacy classes based on iReady diagnostic assessment. Learning gains will also be demonstrated at 70%, where 82 of 118 students grow at least one level.

Grades 3-5: Measureable Outcome(s)

Reading proficiency will increase by 14 points from 31% to 45% in Intermediate literacy classes based state assessment. Lowest performing quartile and learning gains will maintain the 70% target based on STAR quarterly assessments.

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.

Informal assessing will occur through running records, fluency checks, reading records by Teachers to determine differentiate small groups to provide intervention or enrichment. Weekly Instructional rounds by administration to observe key elements of skills practice with decoding and phonics, guided reading, vocabulary development, and short and extended responses.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Conner, Crystal , connerc@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?

Usage of writing integration to demonstrate critical thinking, with short and extended responses. Guided Reading with books on grade level through Teacher modeling, probing and questioning. Vocabulary development through word study.

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?

There was 68% of intermediate and 70% of primary that improved by one level from previous year, attributed to small group intervention with skills practice.

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 Leadership Team will meet monthly and continue to collaborate on grade level and schoolwide systems to build our literacy program. For example, vertical planning of writing elements and annotations to be used at each level. Family engagement of homework of reading 20 minutes every night and submitting weekly log of evidence. Arrival routines of blended learning platforms to support differentiate learning paths, along with tracking progress. Informal assessing through running records, fluency checks, and reading records to progress monitor and make needed adjustments to meet the needs of each student.	Conner, Crystal , connerc@duvalschools.org
Professional learning through usage of interactive journals to support connections of reading and writing, hence critical thinking. Build vocabulary through word work and student discourse protocols. Usage of equity audits to increase students engagement and ownership of their learning. Design tasks for students to experience productive struggle of making reasoning and finding evidence to support their thinking. Modeling and supporting colleagues through instructional rounding and providing concrete feedback.	Findlay, Paula, smithp10@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.

Administration meets with each grade level two to three times per year to set expectations and reminders of rituals and routines. Teachers develop classroom culture through daily morning meetings and point system for rewards of class dojo. Parents are informed through weekly communication folder, as well as student planners for 2nd - 5th grades. Character Education and Wellness lessons are taught through weekly school counselor sessions with whole groups and small groups. Dolphin Pride is cultivated through common practices such as monthly Dojo store where students earn points and prizes from behaviors in classrooms

and common areas. Dolphins of the month are selected from each class and honored with spirit t-shirt and displayed on bulletin board. Achieve the Green celebrations are monthly to remind students of their academic goals and reward them for progress towards their targets.

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

Teachers create inviting and supportive classrooms that are inclusive, and provide problem-solving techniques that develop well-rounded students.

School Counselor and Full-service Schools Therapist provide social and emotional supports through group and small/individual sessions; providing wrap-around services to meet non-academic needs of students. Community partnerships are being developed to bring restoration back to the Arlington community, such as reading garden and backpack donations.

Administration provides master schedule and professional development for faculty and staff to teach and read the whole child. They also create opportunities for Family Engagement to participate and interact with the education of their child and progress in school.