Darnell Cookman Middle/ High School

2022-23 Schoolwide Improvement Plan

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Darnell Cookman Middle/High School

1701 N DAVIS ST, Jacksonville, FL 32209

http://www.duvalschools.org/darnellcookman

Demographics

Principal: Paul Davis

Start Date for this Principal: 9/19/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
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)	75%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (67%) 2018-19: A (76%) 2017-18: A (77%)
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)
High School 6-12	Yes	75%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

School Grades History

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

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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.

To prepare students for collegiate success through a rigorous college preparatory curriculum integrated with professional medical standards, emphasizing integrity, the pursuit of excellence, and a passion for lifelong learning.

Provide the school's vision statement.

Fulfilling Excellence, Pursuing Greatness

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
Davis, Paul	Principal	Instructional Leader
Holsey-Smiley, Angela	Assistant Principal	School Leadership and support for the academic success for Darnell Cookman

Demographic Information

Principal start date
Monday 9/19/2022, Paul Davis

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

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
13

Total number of teacher positions allocated to the school
58

Total number of students enrolled at the school
1

Identify the number of instructional staff who left the school during the 2021-22 school year.
11

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	0	0	0	0	0	0	269	252	222	98	56	78	80	1055
Attendance below 90 percent	0	0	0	0	0	0	32	13	9	5	2	4	3	68
One or more suspensions	0	0	0	0	0	0	37	12	6	0	1	2	5	63
Course failure in ELA	0	0	0	0	0	0	5	12	6	0	1	2	1	27
Course failure in Math	0	0	0	0	0	0	5	12	6	0	1	2	1	27
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	42	30	19	0	0	0	0	91
Level 1 on 2022 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	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

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	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	

Date this data was collected or last updated
Wednesday 7/6/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	305	262	240	89	94	83	66	1139
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	10	4	1	0	0	0	0	15
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	18	15	7	2	2	0	0	44
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	22	11	4	1	2	0	0	40
Number of students with a substantial reading deficiency	0	0	0	0	0	0	13	22	10	0	0	0	0	45

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	305	262	240	89	94	83	66	1139
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	10	4	1	0	0	0	0	15
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	18	15	7	2	2	0	0	44
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	22	11	4	1	2	0	0	40
Number of students with a substantial reading deficiency	0	0	0	0	0	0	13	22	10	0	0	0	0	45

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	68%	45%	51%				82%	47%	56%
ELA Learning Gains	56%						66%	48%	51%
ELA Lowest 25th Percentile	47%						67%	42%	42%
Math Achievement	54%	37%	38%				78%	51%	51%
Math Learning Gains	48%						60%	52%	48%
Math Lowest 25th Percentile	39%						44%	47%	45%
Science Achievement	78%	43%	40%				82%	65%	68%
Social Studies Achievement	86%	53%	48%				91%	70%	73%

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
06	2022					
	2019	77%	47%	30%	54%	23%
Cohort Comparison						
07	2022					
	2019	81%	44%	37%	52%	29%
Cohort Comparison		-77%				
08	2022					
	2019	81%	49%	32%	56%	25%
Cohort Comparison		-81%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019	63%	51%	12%	55%	8%
Cohort Comparison						
07	2022					
	2019	81%	47%	34%	54%	27%
Cohort Comparison		-63%				
08	2022					
	2019					
Cohort Comparison		-81%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	75%	40%	35%	48%	27%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	92%	67%	25%	67%	25%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	89%	69%	20%	71%	18%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	99%	68%	31%	70%	29%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	83%	57%	26%	61%	22%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	82%	61%	21%	57%	25%

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	17	40	35	14	24	25	60	40			
ELL	64	47	42	49	36	35	83	75	44		
ASN	82	60	57	74	61	40	91	92	75	100	93
BLK	61	52	46	44	41	32	71	82	52	100	97
HSP	67	57	44	55	48	39	82	88	56		
MUL	75	67		59	52		77	80	67		
WHT	75	59	39	67	52	67	80	98	66	100	94
FRL	60	54	43	42	39	33	66	80	47		
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	28	38	27	26	19	16	54	50	40		
ELL	64	61	52	66	34	25	75	82	80		
ASN	82	67	37	76	28	18	87	94	84		
BLK	64	53	40	45	20	17	66	75	61	100	97
HSP	62	58	50	62	25	29	57	71	67		
MUL	68	56		55	18		77	80	59		
WHT	83	63	68	70	33	30	83	90	72	100	100
FRL	62	50	41	46	20	16	66	71	60	100	96
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	46	54	48	38	44	42	50	78			
ELL	72	63	68	63	41	38	57				
ASN	89	74	77	88	73	31	85	96	92	100	100
BLK	75	61	63	68	52	42	74	89	77	100	62
HSP	88	67	80	82	60	61	82	90	91		
MUL	85	70		81	62		83	86	86		
WHT	89	69	74	88	67	54	94	95	97		
FRL	75	64	61	71	53	43	72	86	81	100	71

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	67
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	75
Total Points Earned for the Federal Index	808
Total Components for the Federal Index	12
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	55
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	75
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	62
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	60
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	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
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?

What trends emerge across grade levels, subgroups and core content areas?
ELA
ELA maintains high levels of achievement throughout 6th – 10th.
6th- 2021-70% to 2022-67%= -3%
7th-2021-65% & 2022-65%= 0% change
8th- 2021-81% to 2022-78%= -3%
9th- 2021-76% to 2022-73%= -3%
10th Grade: 2021-79% to 2022-85%= +6%
2021 Subgroups:
Subgroups ELA Ach. ELA LG ELA LG L25%

SWD 28 38 27
ELL 64 61 52
ASN 82 67 37
BLK 64 53 40
HSP 62 58 50
MUL 68 56
WHT 83 63 68
FRL 62 50 41

Math
Math maintains high levels of achievement throughout Math 6 & 7, Algebra I, & Geometry.
Math 6-2021-16% to 2022-35%= +19%
Math 7 2021-2021-64% to 2022-58%= -6%
Algebra I 2021- 62% to 53%= -9%
Geometry 2021-65% to 75%= +10%
Math Ach. Math LG Math LG L25%
SWD 26 19 16
ELL 66 34 25
ASN 76 28 18
BLK 45 20 17
HSP 62 25 29
MUL 55 18
WHT 70 33 30
FRL 46 20 16

Science
8th Grade Science 2021-66% to 2022-69%= +3%
Biology-2021-81% - 2022-87%= +6%
SWD 54
ELL 75
ASN 87
BLK 66
HSP 57
MUL 77
WHT 83
FRL 66

Social Studies
Civics-2021-80% to 2022-84%= +4%
US History-2021-86% to 2022-100%= +16%
SWD 50
ELL 82
ASN 94
BLK 75
HSP 71
MUL 80
WHT 83
FRL 66

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

Based on the data from the curriculum related to B.E.S.T., Algebra I has the greatest need for improvement.

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

Some students with deficiencies in math skills (solving equations) one transfer math teacher, and students
needing more safety nets in Algebra I.
Starting off with skills-based intro lessons, small group, and more skills building in deficiencies will help to improve the overall performance in Algebra.

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

Based on data from the curriculum related to B.E.S.T., the following subject area saw increases in performance: Geometry, Biology, Civics, US History.

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

Some students with deficiencies in math skills (solving equations), one new math teacher, and students returning from the virtual model from the 2020-21 school year.
Starting off with skills-based intro lessons, small group, and more skills building in deficiencies will help to improve the overall performance in Algebra.

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

Constant monitoring of the data based on in-class assessments
Develop data charts to show class progress
Continue to review and improve basic skills for the bottom 25%
Continue to teach to the level of the standard
Continue to touch on the math skill deficiencies throughout the year and do not water
down the level of instruction. Higher-level instruction with activities, small groups, data
chats, and different assessment forms will accelerate learning.

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 work with the Math Department and the District Math Specialist to design
professional development sessions focusing on the strategies listed above. The Math
Department will have the opportunity to help develop the sessions for total buy in of
these sessions.

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

Developing professional development sessions for the staff can be beneficial. The
sessions will help support the math department to make the learning process full circle.
Many of the subjects taught in schools have some level of math embedded in the
curriculum. Teachers not comfortable with math will not be required to join this initiative,
but many others can assist by meeting with their grade level team and developing
review plans for these students.

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 Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The following positions are funded through Title One TBD - Mathematics- High School Megan Matson- Social Studies-High School Jeri Johnson- Science Teacher-Middle School Multiple Teachers tutoring all content areas to improve student achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We want to increase proficiency in all content areas. The teachers and tutors will use standards based instruction to improve student proficiency on curriculum related to B.E.S.T.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will use the assessments on curriculum related to B.E.S.T. to measure student proficiency and make adjustments as needed per the data.
Person responsible for monitoring outcome:	Paul Davis (davisp1@duvalschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Benchmark based instruction
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Benchmark based instruction is proven to improve outcomes for student success. Benchmark based instruction is the district's strategy to improve instruction.

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.

We will use the following products funded by Title One to support Benchmark based
instruction:
• Classroom Supplies (paper, pens, pencils, markers, folders, etc.)
• Carolina Biological Lab & Specimen Supplies
• Carolina Biological Digital Scales (5)
• Toner (Print Release)
• Lexmark CX522ADE Printers (5)
• Lexmark CX522ADE (Color Toner)
• Flash Drives
• Headphones

Person Responsible   Paul Davis (davisp1@duvalschools.org)

#2. -- Select below -- specifically relating to
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**

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

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

Person responsible for monitoring outcome: [no one identified]

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

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

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

N/A

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

N/A

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)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

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.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

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?

N/A

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?

N/A

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

N/A

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.

1. Discipline Assemblies to discuss he Code of Conduct and expectations of students' behavior.
2. Fun Fridays-Student get a chance to play and participate dance competitions. The Dean of Students volunteer to be the DJ which helps to save funding for the school.
3. Cupcakes for straight A's and A & B honor roll students.
4. Principal's trivia about the school
5. Pep Rally for students to show school spirit
6. Movie Night
7. Multi-Cultural Extravaganza
8. Miss Darnell Cookman

9. College Visits
10. Student Clubs for extracurricular participation

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

Principal-Supervise and suggest programs to promote positive culture
Asst. Principals- Supervise and suggest programs to promote a positive culture
Guidance Counselors- Provide counseling with positive supports for academics and mental health
Sports Coaches-Provides outlets for students to work in teams and socialize as needed
Dean's of Students- Watch discipline data trends and develop positive behavior programs for students
Teachers-Provide strong instructional practices and incentives to keep students working for content mastery
Parents- Support the mission and vision of the school.
Business Partners-Expose students to careers and avenues for job placement post-secondary school