

Duval County Public Schools

# Sadie T. Tillis Elementary School



## 2020-21 Schoolwide Improvement Plan

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# Sadie T. Tillis Elementary School

6084 MORSE AVE, Jacksonville, FL 32244

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

## Demographics

**Principal: Helen Dunbar**

Start Date for this Principal: 7/1/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students <b>Students With Disabilities</b> White Students
<b>School Grades History</b>	2018-19: C (50%) 2017-18: C (49%) 2016-17: C (47%) 2015-16: C (46%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Dustin Sims</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* 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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

As a faculty and staff we are committed to providing a safe environment that promotes social emotional growth, while placing the highest priority on rigorous standards based instruction and learning so that students think critically, meet learning targets, and experience academic growth and success.

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

Students of Sadie T. Tillis Elementary School will receive a quality education that develops the whole child, inspires life-long learning, and prepares students for college and career.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Dunbar, Helen	Principal	<p>Ensures the highest academic standards and a safe and secure learning environment for all students. Leads, manages, supervises, and administers all programs, policies and activities of the school. Monitors instruction, ensures implementation of district curriculum and assesses effectiveness of instructional and support personnel. Ensures a safe and secure learning environment through the systematic implementation of Positive Behavior Intervention Supports and other appropriate preventive strategies. Supervises the school’s instructional program through the evaluation of lesson planning, systematic monitoring of curriculum and instruction, and targeted feedback aligned with the Florida Education Accomplished Practices (FEAPs). Administers managerial functions of the school to include efficient and strategic preparation of the school’s budget in alignment with school performance initiatives, maintenance of the school facility, and other operational functions impacting student learning.</p>
Perry, Danielle	Assistant Principal	<p>Serves as Assistant Principal of the learning community. Develops, articulates, communicates, and implements a shared vision that is supported by the larger organization and the school community. Monitors the success of all students in the learning environment; aligns the curriculum, instruction, and assessment processes to promote effective student performance; and uses a variety of benchmarks, learning, and expectations feedback measures to ensure accountability for all participants engaged in the educational process. Promotes a positive learning culture; provides an effective instructional program; and applies best practices to student learning, especially in the area of reading and other foundational skills.</p>
Johnson, Latona	Guidance Counselor	<p>Guides the learning process toward the achievement of curriculum goals and in harmony with the goals, establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students. Strives to implement, by instruction and action, the District's philosophy of education and instructional goals and objectives. Conducts classroom guidance activities focused on academic, career, and social emotional learning. Makes student referrals to school and community agencies and provides regular and appropriate feedback to teachers. Provides students, parents, and teachers with appropriate and necessary support, consultative services, and training.</p>

Name	Title	Job Duties and Responsibilities
Baker-Allen, Alicia	Instructional Coach	<p>Assists school administrators, school-based reading coaches, and teachers with analysis of school, class, and individual student data to determine needs in reading and ELA.</p> <p>Models and conducts focus walks with school-based personnel to collect and analyze data to plan for instruction and professional development.</p> <p>Provides daily support to classroom teachers in each of the major reading components based on an analysis of student performance data.</p> <p>Models effective instructional strategies for teachers through co-teaching in classrooms, coaching, mentoring and facilitating study groups. Interprets state and district mandates for teachers and math coaches, and how these mandates support student achievement.</p> <p>Supports teachers and reading coaches with planning instruction to meet student needs through differentiated.</p>
Shako, Sherell	Instructional Coach	<p>Improves math instruction and content knowledge by coaching, training, and supporting schoolbased mathematics teachers.</p> <p>Assist school administrators and math teachers with analysis of school, class, and individual student data to determine needs in mathematics.</p> <p>Conducts focus walks with state, district, and/or school-based personnel to collect and analyze data to plan for instruction and professional development. Assists mathematics teachers with planning instruction and assessments based on national and state standards and benchmarks; use of pacing charts and instructional strategies and materials; and use of data from formative assessments and district assessments to improve instruction.</p>
Hinson, April	Teacher, K-12	<p>Educator for 9 years                      Highly Qualified                      Teacher of the Year 2019-2020                      Certification: Elementary Education (K-6)                      ESOL Endorsement</p> <p>Guides the learning process toward the achievement of curriculum goals and in harmony with the goals, establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved. Strives to implement, by instruction</p>

Name	Title	Job Duties and Responsibilities
Lewis, Jacqueline	Teacher, K-12	<p>and action, the District's philosophy of education and instructional goals and objectives.</p> <p>Educator for 8 years Highly Qualified Teacher of the Year 2018-2019 Certification: Elementary Education (K-6)</p> <p>Guides the learning process toward the achievement of curriculum goals and in harmony with the goals, establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved. Strives to implement, by instruction and action, the District's philosophy of education and instructional goals and objectives.</p>

**Demographic Information**

**Principal start date**

Monday 7/1/2019, Helen Dunbar

**Number of teachers with a 2019 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.*

2

**Number of teachers with a 2019 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.*

24

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

26

**Demographic Data**

<p><b>2020-21 Status</b> (per MSID File)</p>	<p>Active</p>
<p><b>School Type and Grades Served</b> (per MSID File)</p>	<p>Elementary School KG-5</p>
<p><b>Primary Service Type</b> (per MSID File)</p>	<p>K-12 General Education</p>



<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students <b>Students With Disabilities</b> White Students
<b>School Grades History</b>	2018-19: C (50%) 2017-18: C (49%) 2016-17: C (47%) 2015-16: C (46%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Dustin Sims</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**Early Warning Systems**

**Current Year**

**The number of students by 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	56	71	72	84	73	78	0	0	0	0	0	0	0	434
Attendance below 90 percent	35	31	20	40	29	39	0	0	0	0	0	0	0	194
One or more suspensions	0	0	0	8	2	14	0	0	0	0	0	0	0	24
Course failure in ELA	33	1	0	8	0	0	0	0	0	0	0	0	0	42
Course failure in Math	33	1	0	12	0	0	0	0	0	0	0	0	0	46
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	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	41	54	57	65	51	59	0	0	0	0	0	0	0	327

**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	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	7	5	7	13	8	0	0	0	0	0	0	0	0	40

**Date this data was collected or last updated**

Saturday 6/6/2020

**Prior Year - As Reported**

**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	87	76	64	88	90	94	0	0	0	0	0	0	0	499
Attendance below 90 percent	76	28	19	22	25	17	0	0	0	0	0	0	0	187
One or more suspensions	17	25	7	11	10	18	0	0	0	0	0	0	0	88
Course failure in ELA or Math	2	36	39	58	60	67	0	0	0	0	0	0	0	262
Level 1 on statewide assessment	22	36	39	58	60	67	0	0	0	0	0	0	0	282

**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	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	7	5	7	13	8	0	0	0	0	0	0	0	0	40
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Prior Year - Updated**

**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	87	76	64	88	90	94	0	0	0	0	0	0	0	499
Attendance below 90 percent	76	28	19	22	25	17	0	0	0	0	0	0	0	187
One or more suspensions	17	25	7	11	10	18	0	0	0	0	0	0	0	88
Course failure in ELA or Math	2	36	39	58	60	67	0	0	0	0	0	0	0	262
Level 1 on statewide assessment	22	36	39	58	60	67	0	0	0	0	0	0	0	282

**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	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	7	5	7	13	8	0	0	0	0	0	0	0	0	40
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**School Data**

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	38%	50%	57%	41%	49%	55%
ELA Learning Gains	46%	56%	58%	59%	56%	57%
ELA Lowest 25th Percentile	36%	50%	53%	63%	54%	52%
Math Achievement	55%	62%	63%	47%	62%	61%
Math Learning Gains	64%	63%	62%	40%	63%	61%
Math Lowest 25th Percentile	70%	52%	51%	33%	54%	51%
Science Achievement	43%	48%	53%	44%	50%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

**Grade Level Data**

**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
03	2019	35%	51%	-16%	58%	-23%
	2018	39%	50%	-11%	57%	-18%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	34%	52%	-18%	58%	-24%
	2018	36%	49%	-13%	56%	-20%
Same Grade Comparison		-2%				
Cohort Comparison		-5%				
05	2019	29%	50%	-21%	56%	-27%
	2018	32%	51%	-19%	55%	-23%
Same Grade Comparison		-3%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	49%	61%	-12%	62%	-13%
	2018	51%	59%	-8%	62%	-11%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	47%	64%	-17%	64%	-17%
	2018	57%	60%	-3%	62%	-5%
Same Grade Comparison		-10%				
Cohort Comparison		-4%				
05	2019	42%	57%	-15%	60%	-18%
	2018	41%	61%	-20%	61%	-20%
Same Grade Comparison		1%				
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	37%	49%	-12%	53%	-16%
	2018	54%	56%	-2%	55%	-1%
Same Grade Comparison		-17%				
Cohort Comparison						

**Subgroup Data**

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	24	27	20	34	50	59	25				
ELL	29	52	38	46	68	71	17				
BLK	35	46	31	53	66	63	39				
HSP	34	36	38	53	65	83	25				
MUL	65	73		76	73						
WHT	40	46		52	43						
FRL	34	43	38	54	64	74	40				
2018 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 2016-17	C & C Accel 2016-17
SWD	18	27	27	35	55	36	29				
ELL	13	14	10	40	53	40					
BLK	34	41	54	52	54	43	42				
HSP	37	48		53	65	40	71				
MUL	50	54		61	69						
WHT	49	43		64	70						
FRL	38	43	44	53	60	47	54				
2017 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 2015-16	C & C Accel 2015-16
SWD	33	64		37	36						
ELL	20			27	36						
BLK	35	60	63	41	34	38	37				
HSP	39	58		40	33						
MUL	64	30		71	60						
WHT	56	65		57	50						
FRL	41	57	57	43	37	28	38				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I

<b>ESSA Federal Index</b>	
OVERALL Federal Index - All Students	54
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	80
Total Points Earned for the Federal Index	432
Total Components for the Federal Index	8
Percent Tested	99%

<b>Subgroup Data</b>	
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<b>Students With Disabilities</b>	
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Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

<b>English Language Learners</b>	
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Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

<b>Asian Students</b>	
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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

<b>Black/African American Students</b>	
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Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

<b>Hispanic Students</b>	
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Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

<b>Multiracial Students</b>	
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Federal Index - Multiracial Students	72
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students 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
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	45
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	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year’s low performance and discuss any trends.**

ELA Achievement is the lowest performance component. More precisely, the lowest 25th percentile is steadily not showing learning gains. Two contributing factors to the declining trend is (1) Teachers are not vast in their knowledge of working with struggling readers and readers who are 2 plus years below grade levels and (2) Students with disabilities are not exposed enough to grade level content when receiving support facilitation. In addition, there is a trend that our students struggle with phonemic awareness and comprehension.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Science achievement had the greatest decline from the 2018 to the 2019 state assessment. The school decreased in science achievement by 12 points. Contributing factors are (1) with 5th grade student enrollment increase, science instruction was split between 2 teachers instead of 1 as in the previous year (2) there was a novice teacher assigned to teach math and science and (3) the math and science teachers did not have collaborative relationship.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Comparing the school and state averages, ELA achievement had the largest gap. The state's average was 57% while the school's average was 38%. The 19% difference shows that our school continues to struggle in reading. Students struggle with phonemic awareness, vocabulary and comprehension (fiction and non-fiction). Teachers need descriptive strategies in working with students in reading. Teachers need to understand and then effectively facilitate small group instruction. In addition, progress monitoring students weekly is an essential piece that is missing in order to prescribe the correct remedial instruction to all students.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Students in the lowest percentile in mathematics showed the greatest improvement. From the 2018 data as compared to the 2019 data, students showed a 24% increase. Contributing factors was the revamp of instructional schedules. More time was allotted to small group instruction. Teachers received research based resources to implement. Additional personnel, funds from SAI, and district specialists supported the school by providing small group instruction 2 to 3 times a week.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

- 1) Attendance rate of below 90 percent
- 2) Course failure in ELA and Mathematics

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Collaborative Teachers
2. Supportive Environment
3. Involved Families
4. Instructional Leadership
5. Ambitious Goals

## Part III: Planning for Improvement

### Areas of Focus:



**#1. Leadership specifically relating to Leadership Development**

**Area of Focus Description and Rationale:** It is our goal to build a capacity of leaders within our school. We will strive to identify strengths among staff in which staff will actively engage in various leadership opportunities (coaching, mentoring, facilitating professional development). Through distributive leadership, teacher effectiveness and student learning will improve. Leadership development became an area of focus upon review of the 5 Essential data. Under teacher influence, 32% of teachers expressed that they did not feel the opportunity for advancement/ leadership within the school.

**Measureable Outcome:** By the end of the first semester of the school year, 40% (19 teachers) of the staff will be actively involved in school leadership roles.

**Person responsible for monitoring outcome:** Helen Dunbar (dunbarh@duvalschools.org)

**Evidence-based Strategy:**

1. Select effective teachers who share values, beliefs, and commitment for positions on the leadership team
2. Provide leadership opportunities and support for leadership roles for skilled staff
3. Inspire teachers to take initiatives that will develop them and will enhance the school

**Rationale for Evidence-based Strategy:** Administrators cannot be the only leaders in a school. The principal must engage him/herself in knowing strengths of teachers to begin a shared leadership model that empowers an effective learning community to change the school and student learning. Resources the school will use to assist in this area of focus is: The Breakthrough Principal: A Step by Step Guide to Building Stronger Schools.

**Action Steps to Implement**

1. Teachers will continue to develop as leaders in their classrooms, with in their grade level team and among the instructional leadership team
2. Teachers will begin to facilitate professional development for others to gain leadership experience
3. Teachers will create new initiatives for the school that they see a gap or an area for development
4. Schedule time for continuous teacher-peer instructional rounds
5. Implement a "30 minute PD for Teachers by Teachers" following early dismissal professional development
6. Collaborate in a book study (with Instructional Coaches): Learning by Doing: A Handbook for Professional Learning Communities At Work
7. Work collaboratively with instructional leadership team to provide structured agendas for PLC and Common Planning

**Person Responsible** Helen Dunbar (dunbarh@duvalschools.org)

**#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**

**Area of Focus Description and Rationale:** Sadie Tillis must implement a PBIS system with fidelity. The goal of the PBIS is to create a positive school climate in which students feel safe, increase in student achievement and social and emotional growth and transform school culture. Data from the 5 Essentials showed that 43 percent of 4th and 5th grade students did not feel safe in school common areas such as the hallway and bathrooms. In addition, only 27 percent of the same students indicated that they had positive teacher-student relationships.

**Measureable Outcome:** During the first semester of PBIS implementation, 70% (20) of staff members will meet or exceed a 5:1 positive to negative ratio of positive referrals/ acknowledgement to office discipline referrals per staff.

**Person responsible for monitoring outcome:** Danielle Perry (bennefield@duvalschools.org)

**Evidence-based Strategy:**  
 1. Establish standards for behaviors  
 2. Create positive classroom environment

**Rationale for Evidence-based Strategy:** Behavior problems continue to be an issue for teachers and parents to address. Most schools use a reactive, consequence-based approach to behavior management. There is a need to look at alternative ways of addressing these problems. Based on several research, the effects of PBS and have found that it has been successful in improving learning environments, reducing problem behaviors, and even improving academic achievement. ERIC (Institute for Educational Science and PBIS.org) are resources we will utilize for our area of focus.

**Action Steps to Implement**

1. The school will implement a weekly student body meeting to discuss school expectations in all common areas, goals, notices and celebrations. (attendance, bus behavior recognition, discipline). (monitored by A. Hinson, J. Lewis and PBIS team)
2. Classrooms will create staff agreements with norms/promise charts where students and teachers will both contribute. The chart will be revisited each quarter for teacher and student discussion and revision. (monitored by A. Hinson, J. Lewis, and PBIS team)

**Person Responsible** April Hinson (hinsona2@duvalschools.org)

**#3. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**

The goal for the school is to increase reading proficiency at all grade levels. Our 2021 performance target, from the Florida Standards Assessment, is to increase reading proficiency by 3%; improving at 41% proficiency. Historically, ELA Achievement has been the lowest performance component. More precisely, the lowest 25th percentile and students with disabilities are steadily not showing learning gains.

**Measurable Outcome:**

By the end of the 2020-2021 school year, ELA achievement will show an increase of at least 41% proficiency.

**Person responsible for monitoring outcome:**

Helen Dunbar (dunbarh@duvalschools.org)

**Evidence-based Strategy:**

Analysis of student work  
 Data from Quarterly progress monitoring assessments  
 Data and Reflection from Classroom Standards- Based Walk through  
 Data and on-going progress monitoring of Reading Mastery, corrective Reading and Standards Base Instruction

**Rationale for Evidence-based Strategy:**

Analysis of student work will determine gaps in learning and the quality of student task to ensure that it aligns with grade level standards as outlined in the achievement level descriptors.  
 The use of the standards base walk through instrument will help to determine teacher level of understanding and pedagogy in order to strategically tier levels of support for teachers.  
 Research-based Supplemental intervention (Reading Mastery and Corrective Reading) serve as a tier 2 support.

**Action Steps to Implement**

1. Collect, analyze and discuss student work with teachers
2. Dissaggregate and discuss data from quarterly PMA with teachers and students and determine next instructional steps for reteach and reassess in small group learning environment.
3. Data from the classroom standard walk through will be analyzed with the Instructional Leadership Team to determine levels of support for teachers. In addition, data will be discussed at the district/regional level for analysis of curriculum and instructional support.
4. Closely monitor for fidelity and consistency with supplemental tier 2 interventions. Monitor data from checkpoints and discuss with teachers and students. Ensure students are placed in correct groups.
5. Develop lesson plans effectively with teachers focusing on the ARC of each standard along with selecting and/or creating student work that aligns with the standard.
6. Leadership will empower literacy in the school by re-establishing reading goals with quarterly celebrations.
7. Leadership will support teachers in all academia in facilitating lessons that will lead to real-world connection and discussions.
8. Leadership will support teachers with increasing student engagement in lessons that will involve student discussions.
9. Another subarea of focus is to ensure that students and teachers are accountable for discussions and debriefs.

**Person Responsible**

Danielle Perry (bennefield@duvalschools.org)

**#4. Instructional Practice specifically relating to Standards-aligned Instruction**

<b>Area of Focus Description and Rationale:</b>	The goal is to provide students with tasks and assessments that are equivalent to state standards. Classroom teachers are struggling with providing aligned standard tasks. Observational data from the Standards base Walk-through tool indicates instructional delivery in classrooms is at a mean average of 3.5 (39%). Whereas, the assigned student task alignment is at a mean of 0.3 (less than 1%).
<b>Measureable Outcome:</b>	100% of our core content teachers will engage in successful standards-based planning focused on understanding standards in its totality, creating learning objectives aligned to the standard, and providing resources with aligned student tasks and assessments.
<b>Person responsible for monitoring outcome:</b>	Helen Dunbar (dunbarh@duvalschools.org)
<b>Evidence-based Strategy:</b>	Professional Learning Communities will focus on understanding standards, creating objectives that are aligned to the standard and selecting aligned resources tasks and assessments. This work will be conducted through the learning arc.
<b>Rationale for Evidence-based Strategy:</b>	Professional Learning Communities have been at the surface level having conversations around standards and instructional delivery model not aligned assigned tasks. As a result from classroom observational data and student performance from district quarterly assessments there is a direct correlation that attributed to the continuous low achievement percentage of student performance.

**Action Steps to Implement**

- Lead professional development with instructional coaches on providing effective PLCs in a book study.
- Establish PLC procedures with measurable improvement
- Continue collaborative walk-throughs to examine the effectiveness of aligned tasks with SBI
- Identify model classrooms where teachers can observe and collaborate
- Work with district specialists for support in planning resources for teachers

**Person Responsible** Helen Dunbar (dunbarh@duvalschools.org)

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**As a title 1 school, we will receive school-wide support to assist with improving student achievement. Title 1 will purchase supplemental materials-Scholastic News and Measure Up to improve student achievement. Title 1 will purchase additional personnel support by employing an Instructional Paraprofessional to work with small groups to improve student achievement. Title 1 will purchase additional certificated positions to employ a Reading Instructional Coach and a Math Instructional Coach to provide support to students to improve student achievement.**

**Involved Families: Our goal is to continue to increase family involvement this school year. We will continue to find ways to involve parents in a way that warrants their visits to school. During the school's developmental meeting, families will be surveyed on their interest. We want our students to feel like they have a positive environment to come to. Therefore, we will incentive students and parents to increase involvement in school functions. Moreover, the school will plan for differentiated family events face to face and virtual. We will use virtual platform with parents for conferences, meetings, surveys, etc... This will allow for more flexibility of meeting the needs of families.**

**Instructional Leadership: Administration will ask more questions from teachers of their perception following classroom walk-through. Administration will empower staff for more collaboration by means of sharing best practices, peer observations. Administration will use data to improve learning. Administration will provide support.**

## Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Sadie Tillis is addressing its needs to building a positive school culture and environment. The school establishes a shared vision and mission that focuses on the success of every student. In addition, the school is working to improve behavior expectations that are clearly defined, taught and consistently implemented. Moreover, the school is working towards building and maintaining relationships among teachers and staff, community and all stakeholders focusing on creating a culture where all students are valued. Sadie Tillis is improving family and

community engagement in the academic and social success of students. Families are involved in decision making processes that promote student achievement. Such processes are included by verbal or written feedback on various family engagement activities and feedback from surveys. In all, Sadie Tillis is cultivating a positive school environment and culture where students, teachers/ staff, community partnership and families share a vision and goal that will increase student achievement and social and emotional supports.

**Parent Family and Engagement Plan (PFEP) Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

<b>Part V: Budget</b>						
<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Leadership: Leadership Development</b>				<b>\$198,436.81</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	1161 - Sadie T. Tillis Elementary School	Title, I Part A	2.0	\$170,451.78
<i>Notes: Instructional Coaches (Reading and Mathematics)</i>						
	5100	150-Aides	1161 - Sadie T. Tillis Elementary School	Title, I Part A	1.0	\$27,985.03
<i>Notes: Full time instructional paraprofessional</i>						
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Positive Behavior Intervention and Supports</b>				<b>\$38,884.20</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	1161 - Sadie T. Tillis Elementary School	Title, I Part A	0.0	\$26,070.50
<i>Notes: Supplemental materials to support reading in small group instruction.</i>						
	5100	519-Technology-Related Supplies	1161 - Sadie T. Tillis Elementary School	Title, I Part A	0.0	\$230.00
<i>Notes: Store Room orders</i>						
	5100	519-Technology-Related Supplies	1161 - Sadie T. Tillis Elementary School	Title, I Part A	0.0	\$170.00
<i>Notes: Laminating film</i>						
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	1161 - Sadie T. Tillis Elementary School	Title, I Part A	0.0	\$12,413.70
<i>Notes: 55" Interactive Cart for student engagement</i>						
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$0.00</b>
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Standards-aligned Instruction</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$237,321.01</b>