

Duval County Public Schools

# Don Brewer Elementary School



## 2022-23 Schoolwide Improvement Plan

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# Don Brewer Elementary School

3385 HARTSFIELD RD, Jacksonville, FL 32277

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

## Demographics

**Principal: Amy Novak**

Start Date for this Principal: 7/1/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School 3-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	96%
<b>2021-22 ESSA Subgroups Represented</b> (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* Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: C (44%) 2020-21: (33%) 2018-19: C (52%) 2017-18: C (48%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</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.

To provide a safe learning environment where students are challenged daily to meet high academic expectations through standards-based instruction and to nurture in each student a life-long love of learning and a commitment to responsible citizenship.

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

Don Brewer Elementary School's vision is to be a collaborative learning community dedicated to engaging and empowering students to become responsible and productive life-long learners.

### 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
Novak, Amy	Principal	Instructional Leadership, Campus Safety/Security, Staff Professional Development and Support, Facilities Management, Parent Outreach, Community Partnerships, Curriculum Planning and Development, Staff Evaluation and Assessment, Data Disaggregation, Visionary Planning
Thomas , Shaakera	Assistant Principal	Instructional Leader that provides a common vision for the use of data- driven decisions for literacy and math, collective feedback, and innovative instructional practices. Staff Development for standards-based instruction and adequate implementation of the MTSS process. Campus Safety and Security, Community Partnerships, Staff Evaluations and Assessment, Data Disaggregation, Student Discipline, and Test Coordinator.
Poliseo, Jennifer	Guidance Counselor	Student Mental Health, Guidance Lessons and Support, ESE Support, ELL/ESOL Support, Full School Coordinator
Caldwell, Charles	Math Coach	Math Curriculum/Instructional Support for Teachers

### Demographic Information

#### Principal start date

Wednesday 7/1/2020, Amy Novak

**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.*

1

**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.*

12

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

16

**Total number of students enrolled at the school**

325

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

6

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

7

### 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	112	112	99	0	0	0	0	0	0	0	323
Attendance below 90 percent	0	0	0	37	41	30	0	0	0	0	0	0	0	108
One or more suspensions	0	0	0	6	5	6	0	0	0	0	0	0	0	17
Course failure in ELA	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	9	39	31	0	0	0	0	0	0	0	79
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	44	35	0	0	0	0	0	0	0	88
Number of students with a substantial reading deficiency	0	0	0	56	0	0	0	0	0	0	0	0	0	56

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	37	38	26	0	0	0	0	0	0	0	101

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	10	1	0	0	0	0	0	0	0	0	11
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

Monday 7/11/2022

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	141	100	119	0	0	0	0	0	0	0	360
Attendance below 90 percent	0	0	0	21	12	12	0	0	0	0	0	0	0	45
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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	7	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	0	0	73	42	40	0	0	0	0	0	0	0	155

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	45	56	70	0	0	0	0	0	0	0	171

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	1	2	6	0	0	0	0	0	0	0	9
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	141	100	119	0	0	0	0	0	0	0	360
Attendance below 90 percent	0	0	0	21	12	12	0	0	0	0	0	0	0	45
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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	7	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	0	0	73	42	40	0	0	0	0	0	0	0	155

#### 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	45	56	70	0	0	0	0	0	0	0	171

#### 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	1	2	6	0	0	0	0	0	0	0	9
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	38%	50%	56%	38%			46%	50%	57%
ELA Learning Gains	53%	58%	61%	47%			55%	56%	58%
ELA Lowest 25th Percentile	45%	51%	52%	38%			52%	50%	53%
Math Achievement	38%	59%	60%	36%			54%	62%	63%
Math Learning Gains	50%	63%	64%	20%			53%	63%	62%
Math Lowest 25th Percentile	41%	57%	55%	23%			45%	52%	51%
Science Achievement	41%	47%	51%	28%			56%	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
03	2022					
	2019	41%	51%	-10%	58%	-17%
Cohort Comparison						
04	2022					
	2019	44%	52%	-8%	58%	-14%
Cohort Comparison		-41%				
05	2022					
	2019	51%	50%	1%	56%	-5%
Cohort Comparison		-44%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2022					
	2019	49%	61%	-12%	62%	-13%
Cohort Comparison						
04	2022					
	2019	53%	64%	-11%	64%	-11%
Cohort Comparison		-49%				
05	2022					
	2019	53%	57%	-4%	60%	-7%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	55%	49%	6%	53%	2%
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	21	44	33	36	57	38	30				
ELL	25	33		39	43						
BLK	31	50	45	31	48	42	31				
HSP	31	39		24	47		36				
MUL	58	58		42	75		45				
WHT	55	67		61	48		60				
FRL	32	46	45	31	49	46	36				

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	17	26	18	25	15	21	21				
ELL	32			56							
BLK	33	41	23	28	15	14	18				
HSP	47			50	45		64				
MUL	38			42							
WHT	52	56		52	16		45				
FRL	30	39	38	28	13	21	17				
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	17	45	42	21	50	50	29				
ELL	12	45	47	20	81	77	20				
ASN	64			82							
BLK	38	51	53	45	46	41	45				
HSP	42	50	36	44	52		50				
MUL	74	70		76	70		67				
WHT	57	58	65	67	59	50	70				
FRL	37	50	49	47	51	47	39				

### 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)	TS&I
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	56
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	58
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	44
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?

The trends that have emerged across grade levels, subgroups and content areas is a need for improvement with reading and math proficiency. The data reflects an increase in reading LPQ gains, math gains, math LPQ gains and science proficiency.

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

The data components that demonstrate the greatest need for improvement, based on progress monitoring and 2022 state assessments are reading and math proficiency. In addition, learning gains for students with disabilities in both reading and math.

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

The contributing factor for this need for improvement is the increase in the number of students entering the school in 3rd grade who are significantly below grade by two or more years in Reading and/or Math. Actions that need to be taken include collaboration with 2nd grade teacher at the primary school and implementation of remediation programs including Corrective Reading, Acaletics Math, differentiated centers, and daily teacher led small groups. In addition, leadership will ensure consistent alignment of student work to the rigor of the standards, tier II small group instruction is being provided with an explicit focus on identified standards and timely feedback to students on formal and informal assessments to remediate error patterns.

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

The data components that showed the most improvement, based on progress monitoring data and 2022 state assessments, include reading LPQ gains, math gains, math LPQ gains and science proficiency. For the 2022 state assessments, the data components that show the most improvement are math learning gains with an increase of 30 percentage points from 20% to 50% and math LPQ gains increased by 18 percentage points from 23% to 41%. In addition, science proficiency increased by 13 percentage points from 28% to 41%.

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

The contributing factors to this improvement included reviewing student work as aligned to standards, intentional planning and consistency with small group instruction, differentiated Tier 2 plans, bite size

and immediate feedback to students. We will continue with these actions to increase proficiency and gains. In addition, the implementation of Acaletics Math.

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

The strategies that will continue to be implemented include purposeful and intentional collaboration within content areas, explicit standards-based instruction and alignment to objective, differentiated Tier II plans, consistent monitoring and immediate feedback to student work, and cooperative learning with peers/student groups. In addition, school leaders and content area coaches will continue to plan with teachers during admin-led common planning , consistently conduct standards-based walkthroughs, and provide teachers with immediate and specific feedback and next steps. The reading and math interventionists will work with small groups of students based on data. Identified standards of needs will be addressed. Students will complete progress monitoring assessments while working with the interventionist. In an effort to accelerate learning, students will have real world experiences through standards-aligned field trips. This will allow students to make connections with the information presented in class.

**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.**

The professional development opportunities that will be provided to support teachers will be admin-led common planning facilitated by instructional coaches with an intentional focus on standards, alignment to student work, teacher feedback and differentiated Tier 2 plans. Monthly professional development will be provided with a focus on teaching strategies and school progress.

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

The additional services that will be implemented to ensure sustainability of improvement include:

1. Implementation of Corrective Reading and Acaletics as supported by the district.
2. Use of Learning Arcs and Standards Walkthroughs to focus on standards based learning.
3. Ambitious instruction aligned to the rigors of the standards.
4. Ensuring a safe and secure learning environment that maximizes student learning.
5. Cultivate a culture and climate that provides a positive, trusting, and interactive environment for all stakeholders.
6. Increase teacher retention by fostering teacher leaders and building capacity.

**Areas of Focus**

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

:

**#1. Positive Culture and Environment specifically relating to Parent Involvement****Area of Focus****Description and Rationale:**

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

Data collected from the "5Essentials Survey" continues to show a weak rating for "Involved Families". A positive school culture and environment involving parents must value trust, transparency, respect and high expectations. As stakeholders, consulting with parents to employ school improvement strategies that impact a positive culture is critical. Stakeholders play a vital role in school performance and addressing equity.

**Measurable Outcome:**

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

1. Parent participation in on -site events will increase by 10%.
2. Data on the "5Essentials Survey" will show an increase from 30% (weak) to at least 50% in the "Involved Families/Parent Involvement" section.

**Monitoring:**

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

1. Parent participation at on-site events will be tracked by sign-in sheets and parent surveys.
- 2.Data on the "5Essentials Survey" will show an increase of at least 20% in the "Involved Families/Parent Involvement" section on the 5Essentials rubric.

**Person responsible for monitoring outcome:**

Shaakera Thomas (thomass6@duvalschools.org)

**Evidence-based Strategy:**

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

1. We will continue to utilize ClassDojo schoolwide for communication between teachers and parents and school information will be sent out to families.
- 2.Use of Parent Link to send regular messages to families.
3. Use of school website and social media (Twitter, Facebook and/or Instagram) to notify/share programs, activities and PFEP events.
4. Parent Liaison provides updated information about PFEP events to families using marquee, flyers, phone calls, website and social media. Use of signage in driveways and at doors.
5. Parent Liaison will utilize the Parent Resource Room to conduct parent meetings and provide resources for parents to check out to support home learning with students.
6. Parent Liaison will maintain the "Innovations Room" to allow families the opportunity to come together to play games, conduct read-a-louds, create arts/ crafts, design/build lego creations and more.
7. Hold a minimum of four PFEP events to allow families to learn about literacy, math and science standards and how they can increase student achievement at home. Parents will be provided with materials (including books, manipulatives, and school supplies) and instruction for at home academic games and activities.
8. Revitalize the PTA

**Rationale for****Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the**

Parent involvement is all aspects of the school will increase if parents are actively engaged and supported. By providing timely information about family events and continually informing parents, we will increase parent knowledge and engagement in the school community.

**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.

1. Facilitate professional development with faculty and staff on Social Emotional Learning (SEL).

**Person Responsible** Shaakera Thomas (thomass6@duvalschools.org)

2. Create a calendar with upcoming events to share on website and social media platforms.

**Person Responsible** Shaakera Thomas (thomass6@duvalschools.org)

Title I funds will be utilized to purchase supplemental positions, to include our Parent Liaison. The Parent Liaison will work to build positive relationships with parents, students and the surrounding community. The liaison will oversee the parent resource room and provide mini-workshops for parents with a focus on academics and available resource for check-out to support learning at home.

**Person Responsible** Shaakera Thomas (thomass6@duvalschools.org)



**#2. Instructional Practice specifically relating to Differentiation**

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

Don Brewer's highest priority area of focus is ensuring that all teachers strategically plan differentiated learning opportunities for all students to increase learning gains. Tier II small group instruction provides students with explicit instruction focusing on identified areas of need. Through tier II instruction student will receive more individualized instruction in mastering prerequisite skills and expanding standards that have been mastered. Differentiated instruction provides students with the opportunity to meet and exceed grade level proficiency.

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

Increase reading learning gains by 7 points from 53% to 60%.  
 Increase reading lower performing quartile gains by 5 points from 45% to 50%.  
 Increase math learning gains by 10 points from 50% to 60%.  
 Increase math lower performing quartile gains by 9 points from 41% to 50%

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

Administrators will conduct a minimum of 4 SWT weekly.  
 Student data will be tracked weekly and quarterly using blended learning platforms and district assessments.  
 Administrators will conduct on-going data chats with teachers to review current data, student groupings, monitor student progress and identify next steps for academic growth.

**Person responsible for monitoring outcome:**

Amy Novak (clinea@duvalschools.org)

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

1. Reading and Math interventionists will provide weekly professional development to assist teachers with differentiation.
2. Reading and Math interventionists will work with identified students in small groups. Interventionist will focus on standards of need and provide direct instruction. Students will complete progress monitoring assessments while working in the small group.
3. Teachers will be able to use informal and formal data to gauge where students are academically and create fluid groupings based on identified standards.
4. Teachers will utilize poster maker and laminator to create standards based anchor charts and visuals for students to reference during whole and small group instruction.
5. Teachers will embed technology throughout lessons to assist with student engagement.

**Rationale for Evidence-based Strategy:**  
 Explain the rationale for selecting this specific strategy.

1. Through professional development, teachers will understand, plan and utilize grade level standards to support student learning.
2. Utilizing data will allow teachers, along with V.E. teachers, the opportunity to make necessary instructional shifts towards standard mastery.
3. Additional equipment in the teacher workroom will assist in enhancing the learning environment by allowing teachers to create print-rich classrooms.
4. Technology will be utilized by teachers to enhance student learning and increase



**Describe the resources/criteria used for selecting this strategy.**

prescriptive learning based on student needs. In addition, teachers will be able to share resources and provide clear visuals for instructional delivery.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will utilize common planning to review identified standards, student data, content area strengths and weaknesses, and student work samples.

**Person Responsible** Amy Novak (clinea@duvalschools.org)

Collect and review schoolwide data utilizing the Standards Based Walkthrough data dashboard.

**Person Responsible** Amy Novak (clinea@duvalschools.org)

Administrators will conduct on-going classroom observations and walkthroughs to monitor implementation of standards based instruction, differentiation, aligned standards based activities, and informal and formal assessments based on identified standards.

**Person Responsible** Amy Novak (clinea@duvalschools.org)

Evidence of the use of the District Instructional Framework, collaborative learning strategies, meta-cognitive strategies, scaffolded instruction, higher level questioning techniques, and checks for understanding will be utilized to document implementation within reading and math. Professional development, coaching, and modeling will be provided to support individual teacher needs.

**Person Responsible** Amy Novak (clinea@duvalschools.org)

Title I funds will be utilized to purchase supplemental positions to support student learning in math. Supplemental positions will include a math interventionist to work with lower quartile students. Students will receive explicit instruction in small groups using supplemental materials, to include Acaletics, and math manipulatives.

**Person Responsible** Amy Novak (clinea@duvalschools.org)

Title I funds will be utilized to provide students with real world exposure through field experience by way of field trips. Each field trip will be aligned to reading, math and/or science benchmarks. These real world connections will provide students with the opportunity to apply classroom knowledge to authentic experiences.

**Person Responsible** Amy Novak (clinea@duvalschools.org)

**#3. Instructional Practice specifically relating to ELA****Area of Focus  
Description and****Rationale:**

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

Based on 2021-2022 data, ELA was identified as a critical area of need. Students need support with the foundational skills of how to read and comprehension. As an area of focus, student success in ELA progress will also increase student achievement in other subject areas. As reflected on the 2022 state assessment, 38% of students in 3rd through 5th grade were proficient.

**Measurable****Outcome:**

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

1. Students scoring at or above proficiency on blended learning platforms will increase.
2. Increase reading proficiency based on district assessments.
3. Increase reading proficiency based quarterly state assessments.

**Monitoring:**

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

Our school leadership team, district content specialist, and teachers will monitor and review ELA data from blended learning platforms and district assessments.

**Person responsible for monitoring outcome:**

Amy Novak (clinea@duvalschools.org)

Data Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, identifying possible student misconceptions, and utilizing checks for understanding to adjust instruction as needed.

**Evidence-based  
Strategy:**

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

Differentiated Instruction: Teachers have a diverse population of learners that includes readiness, culture, motivation, access to technology, language and other contributing factors. Teachers will get to know their students academically to determine proper student grouping. Effective tier II planning will maximize student learning. Students will focus on the standards of need whether in teacher -led small group or working in a student-led center.

Progress Monitoring: Ensuring whole group lessons, Tier II instruction, interventions, and assessments are completed with fidelity. Checking effectiveness from student work and data.

Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate and clear feedback to teachers and school leadership.

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

To move students academically, teachers need to be able to interact confidently with grade level standards to plan appropriate grade level student activities and assessments. Student progress monitoring helps teachers evaluate the effectiveness of their teaching. Utilizing feedback from the instructional review and action plan will allow us to: recognize accomplishments, track actions, measure implementation impact, evaluate the plan and determine next steps. It may be used by the school alone or with the assistance of the support lead.

**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.

It is imperative that teachers are fully equipped with the necessary tools to ensure data driven planning, differentiated instruction, progressing monitoring and instructional reviews with actionable next steps. The leadership team will maximize admin-led common planning and Early Release PD to provide teachers with the necessary support. Based on walkthrough data and teacher feedback, professional development will be tiered based on the needs of the teacher and established before the meeting.

**Person Responsible** Amy Novak (clinea@duvalschools.org)

Leadership team will facilitate individual teacher data chats to identify and monitor priority students. The team will review multiple data sets and create a plan to support students in need.

**Person Responsible** Amy Novak (clinea@duvalschools.org)

Teachers will be provided with immediate bite-size feedback from walkthroughs and/or observations facilitated by administrators, district specialists, and district leadership. This feedback will be utilized to refine instructional practices and maximize student learning.

**Person Responsible** Amy Novak (clinea@duvalschools.org)

Title I funds will be utilized to purchase supplemental positions to support student learning in literacy. Supplemental positions will include two reading interventionists to work with lower quartile students. Students will receive explicit instruction in small groups using supplemental materials. In addition, funds will be utilized to purchase classroom supplies to support students working with interventionist.

**Person Responsible** Amy Novak (clinea@duvalschools.org)

Title I funds will be utilized to provide students with real world exposure through field experience by way of field trips. Each field trip will be aligned to reading, math and/or science benchmarks. These real world connections will provide students with the opportunity to apply classroom knowledge to authentic experiences.

**Person Responsible** Amy Novak (clinea@duvalschools.org)

## 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

Based on 2021-2022 data, ELA was identified as a critical area of need. Students need support with the foundational skills of how to read and comprehension. As an area of focus, student success in ELA progress will also increase student achievement in other subject areas. As reflected on the 2022 state assessment, 38% of students in 3rd through 5th grade were proficient.

### 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)

1. Students scoring at or above proficiency on blended learning platforms will increase by 10%.
2. Increase reading proficiency based on district assessments by 10%.
3. Increase reading proficiency based quarterly state assessments 10%.

### **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.

Our school leadership team, district content specialist, and teachers will monitor and review ELA data from blended learning platforms and district assessments. The leadership team will identify lower quartile students and students on the brink of proficiency. We will reading interventionists to work with the students in small groups. Students will complete progress monitoring assessments while working in small groups. The team will use this data to adjust areas of focus.

### **Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Novak, Amy, [clinea@duvalschools.org](mailto:clinea@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?

**Data Driven Lesson Planning:** Understanding where students are with mastery of standards, using informal and formal data, planning clear objectives, identifying possible student misconceptions, and utilizing checks for understanding to adjust instruction as needed.

**Differentiation:** Teachers have a diverse population of learners that includes readiness, culture, motivation, access to technology, language and other contributing factors. Teachers will get to know their students academically to determine proper student grouping. Effective tier II planning will maximize student learning. Students will focus on the standards of need whether in teacher -led small group or working in a student-led center. In addition, interventionist will utilize Corrective Reading.

**Progress Monitoring:** Ensuring whole group lessons, Tier II instruction, interventions, and assessments are completed with fidelity. Checking effectiveness from student work and data.

**Instructional Reviews with Action Plans:** Collecting data from classrooms in real time and providing immediate and clear feedback to teachers and school leadership.

**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?

To move students academically, teachers need to be able to interact confidently with grade level standards to plan appropriate grade level student activities and assessments. Student progress monitoring helps teachers evaluate the effectiveness of their teaching. Utilizing feedback from the instructional review and action plan will allow us to: recognize accomplishments, track actions, measure implementation impact, evaluate the plan and determine next steps. It may be used by the school alone or with the assistance of the support lead.

**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
It is imperative that teachers are fully equipped with the necessary tools to ensure data driven planning, differentiated instruction, progressing monitoring and instructional reviews with actionable next steps. The leadership team will maximize admin-led common planning and Early Release PD to provide teachers with the necessary support. Based on walkthrough data and teacher feedback, professional development will be tiered based on the needs of the teacher and established before the meeting.	Novak, Amy, clinea@duvalschools.org
Leadership team will facilitate individual teacher data chats to identify and monitor priority students. The team will review multiple data sets and create a plan to support students in need.	Novak, Amy, clinea@duvalschools.org
Teachers will be provided with immediate bite-size feedback from walkthroughs and/or observations facilitated by administrators, district specialists, and district leadership. This feedback will be utilized to refine instructional practices and maximize student learning.	Novak, Amy, clinea@duvalschools.org
Reading interventionists will create small groups based on Achieve, STAR Reading data, and classroom assessments. Interventionists will provide differentiated instruction and work heavily on foundational skills. In addition, Corrective Reading will be used with students to overcome reading deficits. In addition, V.E. teachers will provide additional small group instruction for students with disabilities.	Novak, Amy, clinea@duvalschools.org



## **Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

### **Describe how the school addresses building a positive school culture and environment.**

In an effort to continue building our positive school culture and environment we , will implement PBIS and SEL. This includes: Daily use of Calm Classroom and Sanford Harmony, monthly Wellness Wednesdays teacher guided lessons, monthly PBIS team meetings to collaborate and review common area/schoolwide issues, and school counselor character traits lessons and/or small group lessons using restorative justice practices. Implementation of CHAMPS schoolwide in common areas and in classrooms. The parent liaison will help to increase parent involvement, monitor parent accounts, and facilitate the parent resource room with educational resources for parents and students. We will continue to use the Parent Family and Engagement Plan with quarterly family events and activities. We will continue the use of schoolwide ClassDojo for parent communication and positive student engagement. Schoolwide reward incentives and activities using ClassDojo points.

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

Celebrating successes, two-way communication and building strong collaborative partnerships with all stakeholders are priorities at Don Brewer Elementary. The School Advisory Council participates in the development, implementation and evaluation of school level plans that include the School Improvement Plan. Over 50% of the SAC members are non-employees.

All parents are given the opportunity to review all plans and offer suggestions prior to approval. Their input is documented through the sign-in sheets and the minutes from the planning meetings. School Advisory Council meetings are held monthly and we are working to revitalize our PTA.

Our goal is to increase participation by all parent support groups. Parent survey results are reviewed by the SAC, staff and PTA members for continuous improvement at Don Brewer Elementary.

Don Brewer actively seeks new business partners annually to assist with instructional and mentoring support. Our business partners provide support to our staff and students during preplanning, Orientation, Open House, Reading Celebrations, Parent Nights and Student Celebrations.

Stakeholders and Roles:

Administration- Monitors implementation

PBIS Chair- Facilitates monthly meetings and ClassDojo

Calm Classroom Facilitator- Monitors implementation of Calm Classroom

School Counselor- Provides Tier 1-3 school counselor services via whole group, small group and individual based on need.

SAC Committee- Provides community input for schoolwide activities

Parent Liaison- Leads PFEP activities, supports Parent Resource Room, and encourages parent involvement.