

Duval County Public Schools

Windy Hill Elementary School



2020-21 Schoolwide Improvement Plan

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Windy Hill Elementary School

3831 FOREST BLVD, Jacksonville, FL 32246

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

Demographics

Principal: Calvin Reddick

Start Date for this Principal: 1/9/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: C (53%) 2017-18: C (53%) 2016-17: D (38%) 2015-16: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

The mission of Windy Hill is to grow leaders one child at a time.

Provide the school's vision statement

The vision of Windy Hill Elementary School is to be a learning community. Everyone is expected to have high goals, work hard, and achieve success.

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
Harris, Lecreshia	Assistant Principal	<ul style="list-style-type: none"> * Observes and evaluates the implementation of standards-based instruction * Collects data and analyzes all data points to make effective instructional decision * Leads and participates in professional development sessions * Leads PBIS team with a focus on tracking and monitoring discipline referrals * Leads PBIS team through professional development efforts to develop interventions and strategies to help decrease referrals and improve overall behavior * Collaborates with the school-based MTSS team, in conjunction with the school psychologist, guidance counselor and school social worker to identify students who are "at risk" based on social history, academics attendance, and other Early Warning Indicators. * Develop a personal code of ethics embracing diversity, integrity, and the dignity of all people
Reddick, Calvin	Principal	<ul style="list-style-type: none"> * Serves as the proud instructional leader/first-class teacher of the learning community * Facilitates sessions working with staff, students, and families to achieve the school's vision * Leads and monitors the implementation of standards-based education through weekly common planning sessions * Communicates the school's vision, mission, and priorities to the community * Sets annual learning gains, school improvement goals, and other targets to increase student achievement from grade of current grade of a "C" to a higher grade * Supervises all school improvement teams for compliance and effectiveness * Utilizes all data points as a component of planning for instructional and operational improvement * Provides differentiated professional development for all stakeholders based on needs to increase student achievement * Uses financial resources and capital goods and services to support school priorities * Develops and maintain good public relations between school and community * Organizes effective use of the services of both certificated and non-certificated personnel * Manifests a professional code of ethics and values * Develops a personal code of ethics embracing diversity, integrity, and the dignity of all people.
Oxendine, Christina	Instructional Coach	<ul style="list-style-type: none"> *Supports and models for teachers as they enhance their content knowledge in the area of Math and

Name	Title	Job Duties and Responsibilities
		<p>pedagogy.</p> <ul style="list-style-type: none"> * Assists teachers with developing instructional strategies that will help students use and continue to build their literacy skills through content learning. * Analyzes data in order to provide professional development and technical support for teachers and staff regarding data management and instruction. * Visits classrooms daily as assigned by the principal to track and monitor implementation of standards-based instruction. * Assists teachers with maximizing their CAST (evaluation) score in all domains * Reviews and updates the School Improvement Plan (SIP) quarterly as needed. * Plans and facilitates family learning nights * Assists the principal with other instructional duties that will increase student achievement.
Bachelor, Malinda	Instructional Coach	<ul style="list-style-type: none"> * Supports and models for teachers as they enhance their content knowledge in the area of Reading and pedagogy. * Assists teachers with developing instructional strategies that will help students use and continue to build their literacy skills through content learning. * Analyzes data in order to provide professional development and technical support for teachers and staff regarding data management and instruction. * Visits classrooms daily as assigned by the principal to track and monitor implementation of standards-based instruction. * Assists teachers with maximizing their CAST (evaluation) score in all domains * Reviews and updates the School Improvement Plan (SIP) quarterly as needed. * Plans and facilitates family nights * Assists the principal with other instructional duties that will increase student achievement.

Demographic Information

Principal start date

Wednesday 1/9/2013, Calvin Reddick

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.*

6

Total number of teacher positions allocated to the school

34

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (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 Students With Disabilities White Students
School Grades History	2018-19: C (53%) 2017-18: C (53%) 2016-17: D (38%) 2015-16: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	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	0	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	0	

Date this data was collected or last updated

Wednesday 7/1/2020

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	85	103	70	82	91	95	0	0	0	0	0	0	0	526
Attendance below 90 percent	29	41	23	23	23	22	0	0	0	0	0	0	0	161
One or more suspensions	2	6	2	9	9	7	0	0	0	0	0	0	0	35
Course failure in ELA or Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	45	66	39	65	60	68	0	0	0	0	0	0	0	343

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	29	54	27	49	43	47	0	0	0	0	0	0	0	249

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	17	17	12	21	13	0	0	0	0	0	0	0	0	80
Students retained two or more times	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	85	103	70	82	91	95	0	0	0	0	0	0	0	526
Attendance below 90 percent	29	41	23	23	23	22	0	0	0	0	0	0	0	161
One or more suspensions	2	6	2	9	9	7	0	0	0	0	0	0	0	35
Course failure in ELA or Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	45	66	39	65	60	68	0	0	0	0	0	0	0	343

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	29	54	27	49	43	47	0	0	0	0	0	0	0	249

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	17	17	12	21	13	0	0	0	0	0	0	0	0	80
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

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%	38%	50%	56%
ELA Learning Gains	56%	56%	58%	49%	51%	55%
ELA Lowest 25th Percentile	56%	50%	53%	48%	46%	48%
Math Achievement	52%	62%	63%	52%	61%	62%
Math Learning Gains	63%	63%	62%	64%	59%	59%
Math Lowest 25th Percentile	57%	52%	51%	68%	48%	47%
Science Achievement	47%	48%	53%	49%	55%	55%

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	34%	51%	-17%	58%	-24%
	2018	30%	50%	-20%	57%	-27%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	40%	52%	-12%	58%	-18%
	2018	39%	49%	-10%	56%	-17%
Same Grade Comparison		1%				
Cohort Comparison		10%				
05	2019	35%	50%	-15%	56%	-21%
	2018	35%	51%	-16%	55%	-20%
Same Grade Comparison		0%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	40%	61%	-21%	62%	-22%
	2018	40%	59%	-19%	62%	-22%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	53%	64%	-11%	64%	-11%
	2018	54%	60%	-6%	62%	-8%
Same Grade Comparison		-1%				
Cohort Comparison		13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	51%	57%	-6%	60%	-9%
	2018	49%	61%	-12%	61%	-12%
Same Grade Comparison		2%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	41%	49%	-8%	53%	-12%
	2018	45%	56%	-11%	55%	-10%
Same Grade Comparison		-4%				
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 2016-17	C & C Accel 2016-17
SWD	14	39	54	25	61	58	31				
ELL	30	51	48	43	61	55	29				
BLK	39	61	64	49	69	75	39				
HSP	33	49	47	50	62	59	42				
WHT	50	71		67	65		68				
FRL	40	58	61	52	65	60	47				

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 2015-16	C & C Accel 2015-16
SWD	17	33	27	24	50	58	33				
ELL	25	51	64	48	69	73	30				
BLK	33	44	29	45	63	64	29				
HSP	35	54	54	56	65	67	53				
MUL	13	42		25	42						
WHT	52	49		61	67		57				
FRL	38	48	47	52	63	64	43				

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
OVERALL Federal Index - All Students	55

ESSA Federal Index	
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	72
Total Points Earned for the Federal Index	441
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	40
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	
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Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
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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

Black/African American Students	
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Federal Index - Black/African American Students	57
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	
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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

Multiracial Students	
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Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
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

The 2019 Reading Proficiency component showed the lowest performance with 38%. In 2017, the proficiency was 34% and increased back to 38% in 2018. The trend appears to show the reading "bubble" students are not making adequate progress towards proficiency. The data indicates this group continue to perform within 10 points of proficiency on the state assessment. This group includes one-third ESOL and ESE students.

Our population is becoming more diverse and we are up to eight different languages and several cultures. The learning is impacted based on where the student comes from and previous schooling. The group has received intensive interventions including small group instruction and additional tutoring opportunities. Teachers have been trained to facilitate learning using Corrective Reading and Reading Mastery Signature Edition resources to close gaps. Also, teachers have received basic GLAD training, but would benefit from ongoing professional development. We plan to dig deeper with GLAD and Kagan strategies. In addition to the mentioned strategies, we are researching strategies to

increase parental involvement and family learning. We must educate parents on how to help at home in order to support the daily learning on campus.

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

The 2019 Math Lowest Performing component showed the greatest decline from 68% to 57% (-11). In 2017, the proficiency was 37% and increased to 68% in 2018. The trend appears to show the "lowest performing" students are not making adequate progress to demonstrate a learning gain. This group includes a variety of students. The students in this group are ESOL and ESE.

Our population struggles with receiving the interventions offered by the school due to transportation challenges, illness, family responsibilities, behavior issues, and language barriers. We plan to reach these students during the school day, but the multiple barriers stated above hinders the impact of those interventions. We must reach these students in order for our school grade and overall growth of these students to improve.

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

The Reading Proficiency component had the greatest gap when compared to the state average. The school is 19 points behind the state. The trend appears to show the reading "bubble" students are not making adequate progress towards proficiency. The data indicates this group continue to perform within 10 points of proficiency on the state assessment. This group includes one-third ESOL and ESE students.

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

The Reading Lowest Performing component had the most improvement. The component increased from 48% to 56%. We created strategic before and after-school tutoring plans with staff whose students consistently demonstrate learning gains. We used research-based interventions such as Corrective Reading, Reading Mastery Signature Edition, and Phonics for Reading.

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

The EWS Data from Part I (D) shows poor attendance and poor reading performance as two areas of concern.

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

1. Increase Reading Proficiency to 42%
2. Increase Math Proficiency to 55%
3. Increase Math Lowest Performing to 65%
4. Increase the Learning Gains for ESE Student

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Standards-based Implementation
 About 50% of the classrooms on campus show standards aligned instruction, tasks, assessments, and home learning. When students and teachers were asked about the rigor experienced in the classroom in the 5 Essentials survey, most replied the rigor was adequate, indicating most of our students are experiencing the negative impact of the Opportunity Myth.
 The ultimate goal is to increase Learning Gains for ESE (SWD) and ESOL Students: Based on the past two years of FSA data, the trend appears to be that our ESE and ESOL "bubble" and "lowest performing" students are not making adequate progress towards learning gains and proficiency.

Measurable Outcome: 90% of our teachers will engage in successful standards-based instructional planning procedures.
 The learning gains will increase from 56% to 60% in reading lowest performing learning gains and from 57% to 62% in math lowest performing learning gains.

Person responsible for monitoring outcome: Calvin Reddick (reddickc@duvalschools.org)

Evidence-based Strategy: Familiarize teachers with the Florida Standards and Item Specifications in order to leverage instructional resources to design lessons that are directly aligned to Florida Standards. Teachers will also become familiar with GLAD strategies. This practice will ensure students are exposed to standards aligned instruction, tasks, assessments, and home learning.

<http://www.bestevidence.org/>

<http://projectgladstudy.educationnorthwest.org/files/observation-protocol.pdf>

Rationale for Evidence-based Strategy: The strategy will assist teachers and paraprofessionals with a deeper understanding of the Florida Standards and Item Specifications which will drive our standards-based instruction framework. As expressed in the Opportunity Myth, Windy Hill Elementary School needs to ensure students are receiving standards aligned instruction so they are prepared to face the assessments designed by the stat, along with the following year's progression of standards.

Action Steps to Implement

1. Train teachers, paraprofessionals, and tutors on the Florida Standards and Item Specifications.
2. Professional development sessions will focus on unpacking standards and deepening knowledge of the pedagogy needed to deliver effective standards aligned instruction. These sessions will include student work analysis protocol and how to effectively give feedback.
3. Utilize Corrective Reading and Acaletics to address gaps in learning during Tier 2 instruction.
4. Utilize Title One funds to hire a Reading Coach, Math Coach, Reading Interventionists,

Media Specialist,

and a tutor to support the execution of the area of focus.

5. Administrators and instructional coaches will lead professional development sessions weekly.

6. Administrators will conduct weekly walkthroughs to track and monitor progress.

7. Instructional Coaches will provide grade level and one-on-one support and utilize the items purchased from the storeroom.

Person Responsible Lecreshia Harris (harris11@duvalschools.org)

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

Area of Focus Description and Rationale: Increase the Culture and Climate: Based on the discipline data from the 2019-2020 school year, we will decrease the number of referrals by 5%. There was a spike in referrals due to many new students from various places including out of the country. ESE (SWD) and ESOL students were suspended at a higher rate than their peers.

Measureable Outcome: The 5% decrease in discipline referrals will lead to an increase in positive culture and climate for all stakeholders as evident in all stakeholder survey data including the 5 Essentials.

Person responsible for monitoring outcome: Lecreshia Harris (harris11@duvalschools.org)

Evidence-based Strategy: The school will implement a Positive Behavior Intervention Support (PBIS) Plan with fidelity to support the area of focus. Also, the school will continue to utilize the Leader in Me program to develop the whole child and cultivate leadership skills in every student. The 5 Essentials Survey data will be discussed quarterly and utilized to monitor effectiveness with students and parents. The school will also implement Calm Classroom curriculum to implement strategies that address social and emotional needs.

<https://calmclassroom.com/>

<https://www.leaderinme.org/>

Rationale for Evidence-based Strategy: The PBIS plan will lead to an increase in positive social and emotional relationships among students, staff, parents, and other stakeholders.

Action Steps to Implement

1. Facilitate quarterly cultural competency training sessions for staff and checkpoints throughout the year.
2. Administrators and Guidance Counselor will track and monitor IEP goals in FOCUS and with teachers.
3. Utilize Class Dojo to strengthen home-school communication with parents and guardians schoolwide.
4. Continue to implement The Leader in Me program to increase the desired behaviors.
5. Implement monthly leadership socials with specific targets and goals like NO referrals and 95% attendance.
6. Utilize Guidance Counselor to facilitate whole group and small group sessions to address behavior and attendance.
7. Administrators will conduct weekly walkthrouhgs to track and monitor progress.
8. ESOL paraprofessionals ill be utilized to communicate with non-English speaking students and parents.

Person Responsible Calvin Reddick (reddickc@duvalschools.org)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: The ultimate goal is to increase Learning Gains for ESE (SWD) and ESOL Students: Based on the past two years of FSA data, the trend appears to be that our ESE and ESOL “bubble” and “lowest performing” students are not making adequate progress towards learning gains and proficiency.

Measureable Outcome: The learning gains will increase from 56% to 60% in reading lowest performing learning gains and from 57% to 62% in math lowest performing learning gains.

Person responsible for monitoring outcome: Calvin Reddick (reddickc@duvalschools.org)

Evidence-based Strategy: Familiarize teachers with the Florida Standards and Item Specifications in order to leverage instructional resources to design lessons that are directly aligned to Florida Standards. Teachers will also become familiar with GLAD strategies. This practice will ensure students are exposed to standards aligned instruction, tasks, assessments, and home learning.

<http://www.bestevidence.org/>

<http://projectgladstudy.educationnorthwest.org/files/observation-protocol.pdf>

Rationale for Evidence-based Strategy: The strategy will assist teachers and paraprofessionals with a deeper understanding of the Florida Standards and Item Specifications which will drive our standards-based instruction framework. As expressed in the Opportunity Myth, Windy Hill Elementary School needs to ensure students are receiving standards aligned instruction so they are prepared to face the assessments designed by the stat, along with the following year's progression of standards.

Action Steps to Implement

1. Train teachers, paraprofessionals, and tutors on the Florida Standards and Item Specifications.
2. Professional development sessions will focus on unpacking standards and deepening knowledge of the pedagogy needed to deliver effective standards aligned instruction. These sessions will include student work analysis protocol and how to effectively give feedback.
3. Utilize Corrective Reading and Acaletics to address gaps in learning during Tier 2 instruction.
4. Utilize Title One funds to hire a Reading Coach, Math Coach, Reading Interventionists, Media Specialist, and a tutor to support the execution of the area of focus.
5. Administrators and instructional coaches will lead professional development sessions weekly.
6. Administrators will conduct weekly walkthroughs to track and monitor progress.
7. Instructional Coaches will provide grade level and one-on-one support and utilize the items purchased from the storeroom.

Person Responsible Lecreshia Harris (harris11@duvalschools.org)

Additional Schoolwide Improvement Priorities

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

The school leadership team will utilize the 5 Essentials and school-based survey data to track and monitor the pulse of the areas of focus. The team will make adjustments as necessary that will lead to achieving all goals and meeting the targets.

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.

All stakeholders are invited to all events and activities at Windy Hill Elementary School. The events are on the school's social media outlets and the monthly school calendar which is distributed to all stakeholders. The school hosts events and information is translated in different languages since we have a high ESOL population. Parents of ESE students are also encouraged to attend events and give input. The school promotes district and community events as well to ensure all stakeholders remain abreast on what is available in the district and school community. The school utilizes a Tuesday Folder system, student agendas, and Class Dojo to communicate daily/weekly with parents and/or guardians. During school events, stakeholders are encouraged to give feedback and input as to what would enhance the experience.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	III.A. Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
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2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00