

Duval County Public Schools

Englewood Elementary School



2021-22 Schoolwide Improvement Plan

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* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).



Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our Mission Statement:

Englewood Elementary provides students with the proper tools, skills, and experiences that support academic achievement and create opportunities for participation in a global community.

Provide the school's vision statement.

Our Vision Statement:

Our students will be prepared academically, socially, and emotionally for the expectations of middle school and be productive participants in their communities and beyond.

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
Reis, Luisa	Principal	Ensure all systems are in place in order for the school to function as an outstanding educational institution.
Domingo, Angela	Assistant Principal	Ensure that the vision and mission of the school, along with the directives of the Principal are being implemented with fidelity.
Reshard, Charanda	Guidance Counselor	Ensure that the vision and mission of the school, along with the directives of the Principal are being implemented with fidelity.
Richardson, Kate	Teacher, K-12	Ensure that the vision and mission of the school, along with the directives of the Principal are being implemented with fidelity.

Demographic Information

Principal start date

Wednesday 7/1/2020, Lousa Reis

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.

6

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

464

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

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

0

Demographic Data

Early Warning Systems

2021-22

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	69	82	66	88	94	67	0	0	0	0	0	0	0	466
Attendance below 90 percent	45	27	39	38	47	40	0	0	0	0	0	0	0	236
One or more suspensions	0	0	1	0	0	2	0	0	0	0	0	0	0	3
Course failure in ELA	0	1	1	1	1	0	0	0	0	0	0	0	0	4
Course failure in Math	0	1	2	0	6	2	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	13	30	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	9	20	0	0	0	0	0	0	0	29
Number of students with a substantial reading deficiency	0	0	0	42	52	33	0	0	0	0	0	0	0	127

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	1	4	0	0	0	0	0	0	0	5
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

Thursday 6/24/2021



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	84	75	99	110	85	77	0	0	0	0	0	0	0	530
Attendance below 90 percent	43	26	28	39	36	31	0	0	0	0	0	0	0	203
One or more suspensions	2	2	1	2	3	3	0	0	0	0	0	0	0	13
Course failure in ELA	1	0	8	0	12	5	0	0	0	0	0	0	0	26
Course failure in Math	0	1	8	7	11	4	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide ELA assessment	0	0	0	13	30	23	0	0	0	0	0	0	0	66
Level 1 on 2019 statewide Math assessment	0	0	0	9	20	18	0	0	0	0	0	0	0	47

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	2	0	0	5	1	0	0	0	0	0	0	0	8
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 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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	28%			39%	50%	57%	45%	50%	56%
ELA Learning Gains	48%			52%	56%	58%	47%	51%	55%
ELA Lowest 25th Percentile	47%			56%	50%	53%	34%	46%	48%
Math Achievement	43%			61%	62%	63%	73%	61%	62%
Math Learning Gains	66%			59%	63%	62%	74%	59%	59%
Math Lowest 25th Percentile	73%			46%	52%	51%	53%	48%	47%
Science Achievement	34%			41%	48%	53%	55%	55%	55%

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	2021					
	2019	32%	51%	-19%	58%	-26%
Cohort Comparison						
04	2021					
	2019	35%	52%	-17%	58%	-23%
Cohort Comparison		-32%				
05	2021					
	2019	32%	50%	-18%	56%	-24%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	53%	61%	-8%	62%	-9%
Cohort Comparison						
04	2021					
	2019	61%	64%	-3%	64%	-3%
Cohort Comparison		-53%				
05	2021					
	2019	44%	57%	-13%	60%	-16%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	31%	49%	-18%	53%	-22%
Cohort Comparison						



Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	7	22	33
	Economically Disadvantaged	9	23	42
	Students With Disabilities	0	33	33
	English Language Learners	0	7	14
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	14	32
	Economically Disadvantaged	0	15	36
	Students With Disabilities	0	33	33
	English Language Learners	0	10	16

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	4	20	32
	Economically Disadvantaged	5	29	41
	Students With Disabilities	0	12	25
	English Language Learners	3	12	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6	15	33
	Economically Disadvantaged	7	24	38
	Students With Disabilities	38	12	12
	English Language Learners	3	12	31

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16	24	24
	Economically Disadvantaged	14	30	29
	Students With Disabilities	0	17	0
	English Language Learners	8	10	10
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32	34	38
	Economically Disadvantaged	43	40	36
	Students With Disabilities	17	14	17
	English Language Learners	19	26	33

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	7	22	21
	Economically Disadvantaged	9	23	24
	Students With Disabilities	0	21	14
	English Language Learners	4	6	9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24	20	33
	Economically Disadvantaged	27	23	28
	Students With Disabilities	0	7	14
	English Language Learners	18	15	21

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33	28	29
	Economically Disadvantaged	40	31	31
	Students With Disabilities	29	16	16
	English Language Learners	12	12	9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37	43	44
	Economically Disadvantaged	41	45	45
	Students With Disabilities	35	22	21
	English Language Learners	31	38	48
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

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	6	59		26	65		12				
ELL	19	49	43	41	78	71	34				
ASN	62			69							
BLK	25	30		30	30		33				
HSP	14	46	45	39	79	77	17				
WHT	42			58							
FRL	30	51		43	61		33				
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	41	57	31	52	47	17				
ELL	27	42	42	55	65	48	36				
ASN	43	35		90	89		50				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

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English Language Learners	
Federal Index - English Language Learners	48
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	65
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	30
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	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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	50
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	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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?

We continue to show a deficiency of improvement in proficiency levels in our subgroups. Overall our students with disabilities group are not demonstrating growth throughout the school year at a comparable rate to our general education students. Once FSA scores are released we predict a continued pattern of decline. Our struggles are most consistent in ELA, however Math is also showing lower proficiency than previous years.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

disparities most 2-11. Minimize 10-11 your school

Based on our progress monitoring tools, our ELLs and SWD students need additional support in developing English Language Proficiency and supported access to Grade Level content.

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

Due to many factors including the learning gap experienced by all of our students, it is evident that those students who had the least amount of support during the time where the school was not in person, are the ones most severely impacted this year. Our action steps to remediate this growing disparity are to continue to closely monitor Grade Level instruction access for all students. Also, to provide English Language Development coaching to all staff members to allow them opportunities to support students within the classroom.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our 5th-grade mathematics scores showed significant improvement through all subgroups.

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

Teacher placement and teacher familiarity with student population. We will closely monitor strategies

#1. Instructional Practice specifically relating to ELA

Area of



ELA proficiency.

10. Tutors will target students needs to increase standards mastery.

Person



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

Area of Focus
Description
and Rationale: We will continue the work of implementing PBIS and becoming a PBIS Model School



When called upon to identify:



#5. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	According to our 5essential data, the area of most need is Teacher Collaboration and Teacher to Teacher Trust.
Measureable Outcome:	We will increase the ratings for Teacher Collaboration and Teacher to Teacher trust by at least 10 points in the 2021-2022 5 essential survey.
Monitoring:	This area of focus will be monitored throughout the school year through observation, in house survey and teacher panel conversations.
Person responsible for monitoring outcome:	Luisa Reis (reisl@duvalschools.org)
Evidence-based Strategy:	This area of Focus is being improved by practices such as increased teacher collaboration times, teacher to teacher observation, opportunities for teacher leadership and PDs, opportunities for teachers to participate in each others' classes.
Rationale for Evidence-based Strategy:	We believe if teachers see the work being done by others (especially other grade levels) they will understand the scope of work being done at the school.

Action Steps to Implement

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The report obtained through safeschoolsforalex.org is the report for the 2019-2020 school year. At the time our school ranked very high risk. The report states the school reports 2.12 incidents per 100 students. Our data for 2020-2021 school year reflects a very different picture and has shown great improvement with only 3 students receiving suspensions versus 13 the year before. None received more than 1 suspension and there is not an outlier demographic that appears to be targeted. We have since become a PBIS school and put in place protocols to improve school culture. We will use funds from Title I school wide plan to purchase office/classroom materials to aid in the delivery of classroom instruction. Storeroom order will be utilized for copy paper, supplies, classroom and student materials.

Our Supplemental workbooks and materials will target our most in-need population (low achieving readers and ELLs) to provide comprehensive vocabulary and language instruction. Our purchase of PD books will target a PLC for all staff members which will focus on improving instruction and school culture. We will utilize the instructional materials and supplies to aid the PLCs and provide opportunities for educators to engage in learning and collaboration.

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.

