

Duval County Public Schools

Ruth N. Upson Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

| | |
|---------------------------------------|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 9 |
| Planning for Improvement | 14 |
| Title I Requirements | 14 |
| Budget to Support Goals | 16 |

Ruth N. Upson Elementary School

1090 DANCY ST, Jacksonville, FL 32205

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

Demographics

Principal: Faith Roberts Graham

Start Date for this Principal: 7/22/2019

| | |
|--|---|
| 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) | 99% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: B (58%) 2017-18: C (53%) 2016-17: A (65%) 2015-16: B (61%) 2014-15: C (52%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northeast |
| Regional Executive Director | Cassandra Brusca |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | N/A |

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

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

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.

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 9 |
| Planning for Improvement | 14 |
| Title I Requirements | 14 |
| Budget to Support Goals | 16 |

Ruth N. Upson Elementary School

1090 DANCY ST, Jacksonville, FL 32205

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

School Demographics

| School Type and Grades Served (per MSID File) | 2018-19 Title I School | 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Elementary School PK-5 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 51% |

School Grades History

| Year | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|-------|---------|---------|---------|---------|
| Grade | B | C | A | B |

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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 Ruth N. Upson Elementary School is to engage, empower and educate students to achieve their potential in the global community.

Provide the school's vision statement.

The vision of Ruth N. Upson Elementary School is to inspire and provide opportunities for every student to think, to learn, to achieve, and to become a better person in our global community.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

| Name | Title | Job Duties and Responsibilities |
|----------------------|---------------------|--|
| Spinner, Yvonne | Principal | Instructional Leader, classroom observations and coaching. |
| Royal, Jeffrey | Assistant Principal | Instructional Leader, classroom observations and coaching. |
| McLarty, Kimberly | Instructional Coach | Reading Coach-Kim McLarty- Professional development and monitoring of effective reading and writing instruction in grades K-5. |
| Smith, Arianne | School Counselor | Arianne Smith- School Counselor - Responsible for school counseling services and leadership for resource teacher team. |
| Stratton, Kimberly | Teacher, K-12 | Model ELA classroom teacher serving as demonstration classroom for peers and lead teacher. |
| Stallings, Katherine | Instructional Coach | Primary ELA Interventionist-Katherine Stallings- Professional development and monitoring of effective reading and writing instruction in grades K-5. |
| Dixon, Retha | Teacher, K-12 | Model Mathclassroom teacher serving as a demonstration classroom for peers and lead teacher. |

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 | 54 | 76 | 72 | 71 | 52 | 71 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 396 |
| Attendance below 90 percent | 0 | 1 | 2 | 4 | 8 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| One or more suspensions | 1 | 0 | 0 | 2 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Course failure in ELA or Math | 2 | 4 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 3 | 3 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |

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 | 1 | 3 | 4 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |

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 | 2 | 4 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |

FTE units allocated to school (total number of teacher units)

23

Date this data was collected or last updated

Monday 7/22/2019

Prior Year - As Reported
The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|-------|
| Attendance below 90 percent | | | | | | | | | | | | | | |
| One or more suspensions | | | | | | | | | | | | | | |
| Course failure in ELA or Math | | | | | | | | | | | | | | |
| Level 1 on statewide assessment | | | | | | | | | | | | | | |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|-------|
| Students with two or more indicators | | | | | | | | | | | | | | |

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 | |
| Attendance below 90 percent | 8 | 7 | 4 | 5 | 6 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| One or more suspensions | 3 | 1 | 1 | 5 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| Course failure in ELA or Math | 8 | 7 | 5 | 5 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 9 | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 |

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 | 18 | 15 | 25 | 36 | 19 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 137 |

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 | 65% | 50% | 57% | 58% | 49% | 55% |
| ELA Learning Gains | 59% | 56% | 58% | 64% | 56% | 57% |
| ELA Lowest 25th Percentile | 43% | 50% | 53% | 71% | 54% | 52% |
| Math Achievement | 76% | 62% | 63% | 77% | 62% | 61% |
| Math Learning Gains | 64% | 63% | 62% | 61% | 63% | 61% |
| Math Lowest 25th Percentile | 50% | 52% | 51% | 59% | 54% | 51% |
| Science Achievement | 52% | 48% | 53% | 65% | 50% | 51% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---------------------------------|-----------------------------------|--------|--------|--------|--------|--------|---------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Number of students enrolled | 54 (0) | 76 (0) | 72 (0) | 71 (0) | 52 (0) | 71 (0) | 396 (0) |
| Attendance below 90 percent | 0 () | 1 () | 2 () | 4 () | 8 () | 8 () | 23 (0) |
| One or more suspensions | 1 () | 0 (0) | 0 (0) | 2 (0) | 3 (0) | 3 (0) | 9 (0) |
| Course failure in ELA or Math | 2 () | 4 (0) | 2 (0) | 2 (0) | 0 (0) | 0 (0) | 10 (0) |
| Level 1 on statewide assessment | 0 () | 0 (0) | 0 (0) | 3 (0) | 3 (0) | 8 (0) | 14 (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.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 63% | 51% | 12% | 58% | 5% |
| | 2018 | 60% | 50% | 10% | 57% | 3% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 66% | 52% | 14% | 58% | 8% |
| | 2018 | 51% | 49% | 2% | 56% | -5% |
| Same Grade Comparison | | 15% | | | | |
| Cohort Comparison | | 6% | | | | |
| 05 | 2019 | 61% | 50% | 11% | 56% | 5% |
| | 2018 | 52% | 51% | 1% | 55% | -3% |
| Same Grade Comparison | | 9% | | | | |
| Cohort Comparison | | 10% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 74% | 61% | 13% | 62% | 12% |
| | 2018 | 80% | 59% | 21% | 62% | 18% |
| Same Grade Comparison | | -6% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 85% | 64% | 21% | 64% | 21% |
| | 2018 | 66% | 60% | 6% | 62% | 4% |
| Same Grade Comparison | | 19% | | | | |
| Cohort Comparison | | 5% | | | | |
| 05 | 2019 | 71% | 57% | 14% | 60% | 11% |
| | 2018 | 62% | 61% | 1% | 61% | 1% |
| Same Grade Comparison | | 9% | | | | |
| Cohort Comparison | | 5% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 50% | 49% | 1% | 53% | -3% |
| | 2018 | 68% | 56% | 12% | 55% | 13% |
| Same Grade Comparison | | -18% | | | | |
| Cohort Comparison | | | | | | |

Subgroup Data

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 44 | 42 | | 64 | 70 | | 40 | | | | |

| 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 |
| BLK | 54 | 54 | 43 | 61 | 56 | 44 | 28 | | | | |
| MUL | 57 | 64 | | 85 | 80 | | | | | | |
| WHT | 70 | 58 | 36 | 84 | 69 | | 69 | | | | |
| FRL | 62 | 59 | 48 | 72 | 68 | 52 | 42 | | | | |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 40 | 44 | 38 | 55 | 33 | 38 | 46 | | | | |
| BLK | 37 | 36 | 33 | 61 | 40 | 29 | 54 | | | | |
| MUL | 76 | 70 | | 71 | 30 | | | | | | |
| WHT | 66 | 48 | 36 | 84 | 48 | 54 | 76 | | | | |
| FRL | 56 | 48 | 43 | 74 | 45 | 38 | 63 | | | | |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | 31 | 73 | 77 | 66 | 77 | | | | | | |
| BLK | 43 | 43 | 60 | 69 | 61 | 73 | 50 | | | | |
| HSP | 57 | 80 | | 57 | 40 | | | | | | |
| MUL | 71 | 73 | | 76 | 40 | | | | | | |
| WHT | 64 | 70 | 73 | 86 | 70 | | 72 | | | | |
| FRL | 51 | 61 | 68 | 73 | 64 | 52 | 58 | | | | |

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) | N/A |
| OVERALL Federal Index – All Students | 58 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 409 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 99% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 52 |

| Students With Disabilities | |
|--|-----|
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| 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% | |
| 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% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | 49 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | |
| Hispanic Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | 72 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| 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% | |

| 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% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 58 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Reflection

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

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

ELA Bottom 25% showed the lowest performance. Trends indicate a lack of gains for those students

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

5th grade science scores showed the greatest decline from previous years. This was a function of going from a dedicated science teacher to a math/science split.

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.

ELA Bottom 25% showed the greatest gap compared with the state. Professional development and individualized student instruction contributed to this gap.

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

Math gains schoolwide showed the greatest gains. We implemented a power hour for our 5th grade students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance and student retentions continue to be a concern.

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

1. ELA Lowest quartile gains
2. ELA gains
3. Science

Part III: Planning for Improvement

Areas of Focus:

#1

| | |
|---|---|
| Title | Reading |
| Rationale | Undesirable data was found in Reading in 4th and 5th grade in gains and lowest quartile. |
| State the measurable outcome the school plans to achieve | Reading gains will increase 10 points in both the lowest performing quartile and schoolwide by spring 2020. |
| Person responsible for monitoring outcome | Yvonne Spinner (couturey@duvalschools.org) |
| Evidence-based Strategy | A Reading Coach will be position will be used to design, monitor and assess reading achievement progress; provide professional development and coaching for teachers. 3 full time paraprofessional will be used to provide student support. A part-time media specialist will be used to provide student support. Fountas and Pinnell Research based curriculum will be used to support reading learning. Laptops and tablets will be used to add additional supplemental support for students. |
| Rationale for Evidence-based Strategy | Aligning content and streamlining time of teachers and school leadership will maximize the amount of professional development and teachers' content knowledge through comprehensive training and feedback while supporting small group student needs. Para-professionals will work directly with students providing extra supplemental interventions. |
| Action Step | |
| Description | 1. Use District aligned Standards Walkthrough Tool to monitor instructional delivery of standards. 2. Use Coach to provide professional development and support to teachers for improved instruction. 3. Use Media specialist to provide direct support to students through reosource support. 4. Use para-professional to support small group student academic support. 5. Use technology to support differentiation 6. Use Reading curriculum to increase student learning |
| Person Responsible | Kimberly McLarty (mclartyk@duvalschools.org) |

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Throught the evaluation of Teacher Schedules, PLC Schedule and Agendas, Classroom observations and Student Work, and professional learning teacher instruction will be monitored and adjusted to target addition schoolwide improvement priorities.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school plans to establish partnerships with local businesses by advertising various businesses in the Back-To-School Flyer and weekly Upson Connection. Ruth Upson encourages the student families to support the business partners and in return, the businesses are contributing resources to the school. The school has also created working relationships with faith-based organizations and non-profit agencies in order to meet the physical, emotional and social needs of the student body.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Upson has an experienced school counselor, three full time exceptional education teachers, an assistant principal and principal who work as a team to identify, monitor and provide services to students who need counseling, mentoring, behavior management and academic support.

The school counseling team seeks to implement a comprehensive developmental school counseling program which provides education, prevention and intervention services that are integrated into all aspects of children's lives. The counseling team believes that early identification and intervention of children's academic and personal/social needs are essential in removing barriers to learning and in promoting academic achievement.

The school counseling team provides both responsive and preventative services to students needs with a three tiered approach: individual counseling, small group counseling and large group guidance lessons. Individual students who are displaying emotional, social and behavioral concerns can be referred by their classroom teachers, self-referred and/or by their parents for individual counseling. During a counseling intervention, the counselor works with the student to uncover their underlying emotional needs and wants, while also teaching them coping skills and tools in order to function more effectively. Small group counseling is utilized to connect students who are either struggling with particular life issues (grief, stress/anxiety) or to gain a particular skill (student success skills, anger management strategies). Lastly, large group guidance lessons are implemented in every classroom to ensure that all students are receiving guidance curriculum on a variety of topics including character education, anti-bullying, communication and problem solving, career and academic support, and multicultural and diversity awareness.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

1. One VPK class is offered at our school preparing 20 students for kindergarten success.
2. PreK and Kindergarten teachers host an orientation for parents reviewing and explaining the kindergarten learning expectations.
3. PreK and Kindergarten teachers diagnostically assess each child individually to develop a prescriptive course of study.
4. Data chats and goal setting conferences are held with each child to increase motivation and personal

accountability for learning.

5. Middle School Counselors visit fifth grade classes to introduce students to their upcoming middle school experience.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Professional Learning Communities (PLC) are held for teachers to review new standards, new curriculum and new assessments to ensure alignment to the standards and maximize instruction. School coaches and district specialists work with classroom and ESE teachers to analyze the standards, the level of rigor and test item specifications so that teachers can develop pacing guides and instructional strategies for both large and small group instruction.

Teachers are given time to develop end of unit assessments prior to teaching the unit so that they can pace lessons adequately and ensure students are taught with focus and rigor.

Coaches, Assistant Principal and Principal observe classroom instruction on a daily basis to ensure aligned and rigorous instruction.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

1. College Talk will be featured this year for our fifth graders with participation in Jax Goes to College Week in October. A week long campaign will take place in the fifth grade classrooms to promote the idea of all students attending college post high school. Teachers created a collaborative poster of their own college background to share with students.
2. Career Fair is implemented to further explore students abilities and interests by the school counselor.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

| | | | |
|---------------|--------|-------------------------|---------------|
| 1 | III.A. | Areas of Focus: Reading | \$0.00 |
| Total: | | | \$0.00 |