Englewood High School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Englewood High School

4412 BARNES RD, Jacksonville, FL 32207

http://www.duvalschools.org/ehs

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Our MISSION at Englewood High School is to maintain a culturally diverse community of students, parents and staff, dedicated to creating a highly successful educational environment in which each student is empowered to reach his or her full academic, social and emotional potential in every class, every day.

Provide the school's vision statement.

Our VISION at Englewood High School is to nurture and celebrate a culturally diverse environment highly regarded for its educational excellence, preparing all students for a successful transition into a collegiate journey or career path.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Chirino, Marleny	Principal	Oversight of all areas with an emphasis on the reading department and non high accountability science.
Bridwell, Jennifer	Assistant Principal	APC, ESE, ELA, and Testing Oversight
Gaspard, James	Assistant Principal	Student services, CTE, Social Studies, Title 1, and Biology
Bergeron, Nicole	Assistant Principal	Math, CSS, Performing Arts, Facilities, and Attendance
Edwards, Nadirah	Dean	PBIS, Restorative Justice, and Student Behavior
Turner, Bryan	Dean	PBIS, Restorative Justice, and Student Behavior

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

In development of the SIP, input will be gathered from all subgroups. Teachers and school staff will be involved during preplanning week. Parents, families and business/community leaders will be able to

provide their input during the SAC meetings. Students and families will also be able to provide their input during the open house opening meeting.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored quarterly against the data provided from quarterly assessments and data collected throughout the 9 weeks. If needed, the SIP will be updated and/or revised based on the data collected.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	78%
2022-23 Economically Disadvantaged (FRL) Rate	92%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	26	46	50	22	45	51	22		
ELA Learning Gains				38			30		
ELA Lowest 25th Percentile				33			31		
Math Achievement*	28	44	38	35	37	38	21		
Math Learning Gains				66			34		
Math Lowest 25th Percentile				50			38		
Science Achievement*	46	62	64	32	43	40	34		
Social Studies Achievement*	47	66	66	50	53	48	42		
Middle School Acceleration					52	44			
Graduation Rate	73	88	89	86	50	61	91		
College and Career Acceleration	63	77	65	61	63	67	72		
ELP Progress	33	37	45	29			31		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	316
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	97
Graduation Rate	73

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	502
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	86

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	4	
ELL	37	Yes	4	
AMI				
ASN	55			
BLK	41			
HSP	41			
MUL	55			
PAC				
WHT	51			
FRL	42			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	3	
ELL	38	Yes	3	
AMI				
ASN	50			
BLK	48			
HSP	42			
MUL	48			
PAC				
WHT	51			
FRL	45			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	26			28			46	47		73	63	33
SWD	24			22			26	31		37	6	
ELL	11			17			51	30		66	7	33
AMI												
ASN	43			32			61	36		83	7	36
BLK	25			28			35	46		55	7	20
HSP	18			22			48	43		63	7	32
MUL	27			35			62	67			5	
PAC												
WHT	34			36			51	53		74	7	33
FRL	26			30			44	44		50	7	33

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	22	38	33	35	66	50	32	50		86	61	29
SWD	19	33	36	29	48		26	38		88	26	
ELL	10	33	24	28	71		21	21		86	59	29
AMI												
ASN	27	38		54	69		23	55		89	68	25
BLK	20	38	38	33	76	63	29	44		86	57	42
HSP	17	37	33	29	59		30	46		84	58	27
MUL	31	46		44			25	36		82	71	
PAC												
WHT	30	41	30	40	62		42	64		90	66	42
FRL	20	38	35	34	65	55	30	47		96	44	32

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	22	30	31	21	34	38	34	42		91	72	31
SWD	19	22	29	16	33	34	42	20		91	52	
ELL	5	24	28	14	35	42	19	23		88	76	31
AMI												
ASN	17	33	42	29	37	42	33	43		100	79	17
BLK	22	26	29	17	27	31	28	38		94	67	24
HSP	16	28	29	22	39	40	30	39		85	73	36
MUL	20	29		6	15					92	75	
PAC												
WHT	32	36	38	26	39	43	49	53		91	75	23
FRL	20	28	34	20	33	36	29	38		90	72	27

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
10	2023 - Spring	22%	44%	-22%	50%	-28%
09	2023 - Spring	19%	42%	-23%	48%	-29%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	16%	52%	-36%	50%	-34%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	39%	52%	-13%	48%	-9%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	43%	64%	-21%	63%	-20%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	42%	60%	-18%	63%	-21%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school 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 is an area we are continuously trying to grow in. With a growing number of ESOL students, we are continuously trying to work as a team to improve our ELA proficiency rates. We had two vacancies in high accountability areas which in turn contributed to a lower performance than we had hoped for, but still an improvement from the past two years. The ELA department rose 4% points overall.

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

Our biggest decline from last year to this year was in our mathematics scores. We dipped 5 points. We believe that our decline, in part, a large influx of students in both Algebra 1 and Geometry compared to past years.

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.

Our graduation rate is below the county and state averages. We have a large amount of negative codes, most of which become DNEs as they move back to their home country, but do not complete the necessary process of withdrawing.

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

Our biology department had a huge growth of 11 points. Our biology teachers and admin over science spent a lot of time with our district specialist digging in the curriculum and ensuring that their material was aligned and effective. This level of intentionality and data digging resulted in a great success in this department.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The first area of concern is attendance. While we made some strides in terms of attendance this year, this is an area we can improve in.
The second area of concern is the amount of students scoring below a level three on our state math assessments.

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

1. Graduation
2. Attendance
3. Math
4. ELA

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

One area we'd like to focus on this upcoming school year is positive culture and environment with an emphasis on attendance. Attendance is a speed bump for our school historically speaking. With more intentionality and focus on attendance data, tracking, and procedures we can help to improve the students' overall success.

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

We will cut the number of students in the 20+ unexcused absence bucket down to a maximum of 45% (down from 49% from the 22-23 school year).

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

Using SAS and FOCUS, the data will be pulled quarterly to track how attendance from the 23-24 school year compared to that of last school year.

Person responsible for monitoring outcome:

Marleny Chirino (mesam@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will use a combination of interventions and reinforcements to help ensure we meet our goal. We will focus on attendance celebrations (pep rallies, rewards, etc.) for those who are meeting our attendance expectations or have made improvement based on the interventions. We will use a variety of tracking systems to monitor and interventions to remediate attendance needs as necessary.

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

Positive reinforcement helps to show recognition and provides encouragement for students that may need the extra push. Through our interventions we are doing our part to identify the attendance issues and remediate. Through the celebrations, we are recognizing the students for doing their part and encouraging them to continue to meet the attendance goals.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Attendance tracking - identifying students who have 5+ unexcused absences in a quarter.

Person Responsible: Marleny Chirino (mesam@duvalschools.org)

By When: Quarterly

Attendance Intervention meetings as needed for students who are falling below the attendance goal threshold.

Person Responsible: Marleny Chirino (mesam@duvalschools.org)

By When: At least once a quarter

Attendance celebrations and rewards for students who are meeting the attendance expectations/goals.

Person Responsible: Marleny Chirino (mesam@duvalschools.org)

By When: At least once a quarter

#2. Graduation specifically relating to Graduation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified
low-performing subgroup must be addressed.

In the last few years, our graduation rate has been on a decline. Many of of negative codes come from
students who have either disengaged or moved to another country or state and did not complete the
withdrawal process. For the 22-23 school year, our graduation rate was at 73%, down from 86% the year
prior.

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

At the end of the 23-24 school year, Englewood High School's graduation rate will be at or above an 90%.

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

Guidance counselors will be completing frequent credit checks to ensure students are on track for
graduation. EHS will work alongside GRIT and with the ASI team to work on lowering the number of DNEs
and negative codes.

Person responsible for monitoring outcome:

Marleny Chirino (mesam@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for
ATSI, TSI or CSI must include one or more evidence-based interventions.)

We are using a combination of identifying Early Warning Indicators and "Check & Connect" both
referenced by ASU's Decision Center for Educational Excellence.

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

Students who are flagged as having one (or more) of these EWI will have a mandatory summer at risk
meeting with admin and counselors to discuss next steps. The Check & Connect requires a mentor to
check on the student's academic progress and follow their progress along the year.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of
evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Summer At-Risk Meetings for students with one or more of the identified EWIs. Students will be counseled
on next steps as it pertains to requirements for graduation.

Person Responsible: Marleny Chirino (mesam@duvalschools.org)

By When: Summer At-Risk Meetings to be completed before August 14th.

Counselors to perform periodic credit checks on all seniors to ensure students are scheduled properly and
to track their progress.

Person Responsible: Marleny Chirino (mesam@duvalschools.org)

By When: May 2024

Admin and counselors to act as mentors to students to encourage and track progress of students, redirecting as needed.

Person Responsible: Marleny Chirino (mesam@duvalschools.org)

By When: May 2024

#3. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

To continue improving in our students' success, we will continue to put an emphasis and priority on ensuring instruction and classroom tasks are aligned to the benchmarks and ultimately the end of course exams. We will continue to engage in weekly professional learning communities to breakdown benchmarks. We will utilize learning arcs, EQUIP protocol, district provided curriculum guides, district resources, and teacher made assignments to ensure students are receiving quality instruction and equivalent experiences to the district and state assessments. Administration will work with teachers to provide support in breaking down the benchmarks and using this to vet resources for benchmark alignment. Students being exposed to grade level appropriate content is supported by the Opportunity Myth.

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

At least 80% of student tasks and assessments will be aligned to course appropriate benchmarks based on EQUIP protocol.

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

The administration will continue to perform instructional walkthroughs and provide quality feedback to support benchmark-driven instruction. Administration will conduct instructional meetings where our focus is to review trends and data to ensure alignment and adjust as needed. We will continue to provide professional development opportunities for teachers on breaking apart the new BEST benchmarks and how to align tasks to the new benchmarks.

Person responsible for monitoring outcome:

Marleny Chirino (mesam@duvalschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Continuing to prioritize intentional breaking down of the benchmarks and vetting resources prior to exposing students to them, provides teachers with the knowledge and support needed to produce and carry out high quality instruction. By way of learning arcs, achievement level descriptors, and data digging, teacher will be able to assist in getting students to achieve proficiency on the state tests.

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

As we continue to practice the Opportunity Myth, the following remains true and is supported by research: students that are not exposed to equivalent experiences and content/grade level appropriate tasks are less successful at achieving proficiency than their peers who were exposed to tasks that provided them with an equivalent experience to the state test. It remains true that ensuring tasks and instruction are benchmark aligned gives students a better opportunity at achieving at or above the level of proficiency.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

No action steps were entered for this area of focus

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Copies of the SIP in English and Spanish will be placed on the school website. We will also have a QR code in the parent and family involvement room for stakeholders to scan if they would like to download a copy for themselves. SIP information will be shared with teachers, staff, and students within the first few weeks of school. During Title One annual meeting, SIP will be presented and feedback will be received from attendees. https://dcps.duvalschools.org/ehs

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Title One parent involvement room will contain important dates of parent involvement events. Parent school compact will be addressed and signed after each parent conference in parent involvement room. PI room will contain instructional materials and resources that can be checked to support student learning and graduation requirements. https://dcps.duvalschools.org/ehs

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

We will have weekly PLCs where high quality instruction is discussed as well as student data. Early release PDs to include depth of knowledge and creating higher order tasks to push rigor. We will continue to monitor and celebrate attendance. Admin, teachers, and guidance will work together to support students to ensure they are on track for graduation.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

We work with various community services such as Full service, CTE, Gear Up, BTE, YLDP, Communities in Schools, I'm a Star Foundation, along with FSCJ and EWC for dual enrollment classes. All of these programs work to support our students academically as well as mentally and physically.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

We have strived to create and implement a peer mediation program here at Englewood to assist students in communication and conflict resolution skills. We also have been implementing various restorative justice practices. We work with various programs such as full service to assist with student mental health. We have programs on campus such as Madam Prestige and 5000 Role Models who provide mentors to help students with positive role models and outlets to support their well being.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

We have an early college program/dual enrollment program that allows students to earn college credit while still in high school. Some of our partners such as BCBS and Johnson and Johnson offer internships and other opportunities to promote post secondary options. We have various CTE programs that offer certifications including culinary, custom promotions, and digital technology.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

We are currently on track to become a platinum level PBIS school via implementtation of tier 1 building wide expectations and incentives. Tier 2 support for students with 1-3 referrals via small groups. Tier 3 one-on-one support and incentivize progress for goals for students with 4+ referrals to decrease recitivism. We work alongside our FRVE to ensure students with disabilities have necessary FBA if needed. We work in partnership to establish new goals if needed as well.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

We will have weekly PLCs where high quality instruction is discussed as well as student data. Early release PDs to include depth of knowledge and creating higher order tasks to push rigor. We will continue to monitor and celebrate attendance. Admin, teachers, and guidance will work together to support students to ensure they are on track for graduation. Utilize data from progress monitoring assessments to provide next steps and direct future differentiated instruction.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A.