

Duval County Public Schools

R L Brown Gifted And Talented Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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R L Brown Gifted And Talented Academy

1535 MILNOR ST, Jacksonville, FL 32206

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

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.

The faculty and staff of Richard Lewis Brown Gifted and Academically Talented Academy will empower students to be successful in a global world.

Provide the school's vision statement.

At Richard Lewis Brown Gifted and Academically Talented Academy, we are a community of diverse learners committed to engaging the whole child in rigorous instruction that challenges them to think critically, take risks and reflect on their learning.

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
Kincaid, Kristi	Principal	<ul style="list-style-type: none"> • Oversee Implementation of Standards-Based Instruction for ELA/ Academic Coaches/School Counselor • CAST Cat. 1 & 2 • Monitor Standards Coach & Interventionists • Monitor & Maintain Comprehensive Data Spreadsheet for School • Collect and Analyze ELA Data for Comprehensive Spreadsheet • Conduct Data Analysis sessions • School Budget • United Way • School PTSA Liaison • Parent & Staff Newsletters • RTI/Leadership Team Meetings • Building Usage (Security) • Payroll Oversight • Observations/Interns • Planning Day Activities/Schedule • Early Release/Professional Development • Faculty Meetings/Early Release • Staff Recognition • Teacher Appreciation Week/Staff Morale • Administrative Duties/Internal Accounts • Parent Conferences • School Culture/5 Essentials • Volunteer Liaison • School Improvement Plan • Opening/Closing of School • Master Calendar • School Website/Social Media/Good News Ambassador • Extended Day Oversight • Custodial Staff Oversight • Teacher of the Year • Constituent Complaints • Student Recognition • SAC Liaison • Employee of the Year
Weertz, Andrea	Assistant Principal	<ul style="list-style-type: none"> • Oversee Implementation of Standards-Based Instruction for Math/ ESE /ELL • CAST Cat. 1 & 2 • Maintain Comprehensive Data Spreadsheet for Math • Collect and Analyze Math Data • Conduct Data Analysis sessions for Math • Develop (w/ Math teachers) prescription sets for learning • Oversee School-Wide Discipline • Title I Compliance and (PFEP)Parent Involvement/Parent Resource Room • Testing Chair (schedules, administration, trainings) • Closing of School Information

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Budget with Principal • RAPTOR - Conduct Fire and Safety Drill Practice • Cafeteria Supervision • AM /PM Hallway Supervision • Black Box (All Updated Safety Info.) • Constituent Complaints • Oversee Cafeteria Staff/Chartwells • FSSAT • Facilities • Security Plan for Building • Bus Transportation Liaison • Supervise Security Personnel • School Technology Oversight • Substitute Coverage/Emergency Lesson Plans • Title IX • School Equity Liaison • PBIS/ROAR Store Support • Master Schedule & Room Assignments • Parent Conferences • Student Recognition - Acaletics, Positive Behavior Referrals • Leadership Team • Additional Responsibilities as Assigned by the Principal

Nelson, Josh	School Counselor	<ul style="list-style-type: none"> • MRT Meetings • MTSS • Whole/Small group lessons • Crisis Management • Tiered Behavior Support for teachers • Rtl Implementation • SDMT Chair • PBIS Chair • 504 meeting/oversight • ESE Oversight • ELL oversight • Quarterly Academic Progress Monitoring • AIT • Student Records/Cum Folders Support • Progress Monitoring Plans • Magnet Recruitment • Homeless Liaison • Gifted Screening • ROAR Store Support • Calm Classroom/Sensory Room • Vision/Hearing Screenings • Progress Monitoring Plans (PMPs) • BIMAS • Student Recognition – Character Trait of the Month
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Name	Position Title	Job Duties and Responsibilities
Mobley, Deshandra	Math Coach	<ul style="list-style-type: none"> • Teacher Support • Modeling & Planning Lessons • Mentor • Proving Resources & Strategies • Develop Focus Calendar • Small Group Push in-Pull out • Testing Support • School Improvement Team • Common Planning Support • Instructional Materials Inventory - Math • BQ Monitoring & Interventions • School Wide Data Analysis – Math • Monitor weekly i-ready usage & Freckle Usage • Weekly Freckle Blended Learning Reports • Math/STEM Night • School-wide Math Goal (Acaletics) • Acaletics Green Parties • Instructional Leadership Team <p>Science Support</p> <ul style="list-style-type: none"> • Differentiated Teacher Support K-5 • Early Release Training Facilitator • Monitor School-wide Blended Learning • Collect and Analyze Science Data • Conduct Data Analysis for Science • Intervention Support for K-5 • Develop (w/ Science teachers) prescription sets for learning

Pires, Janice	Teacher, K-12	<ul style="list-style-type: none"> • Weekly Blended Learning Reports • UFLI Support • Writing Support • Literacy Night Plan • Reading Goal Plan (Logs)
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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.

Our stakeholders have been essential to our success as a school. During orientations and other school events, our stakeholders are provided with feedback cards to offer strategies they would like to see implemented at RL Brown. Our stakeholders are engaged in the school improvement process and often share concerns and celebrations through out the year.

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))

At RL Brown, we conduct monthly SAC meetings where the focus of the meetings is to monitor the goals of the school improvement plan and analyzing data. Our SAC is compliant and is made up of community members, business partners, teachers and staff and school administration. Each year our mid year stakeholders meeting takes place where we share midyear progress towards the SIP goals. This is another opportunity to communicate school needs and gain input from stakeholders for next steps.

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)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
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)* Black/African American Students (BLK) 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	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	12	10	15	10	18	0	0	0	65
One or more suspensions	0	2	1	2	4	2	0	0	0	11
Course failure in English Language Arts (ELA)	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	1	3	11	0	0	0	15
Level 1 on statewide Math assessment	0	0	0	1	8	13	0	0	0	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	23	10	17	0	0	0	0	0	50

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	7	14	8	11	19	0	0	0	60
One or more suspensions	0	0	2	1	2	11	0	0	0	16
Course failure in ELA	1	1	0	1	0	0	0	0	0	3
Course failure in Math	1	1	0	1	0	0	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	2	5	17	0	0	0	24
Level 1 on statewide Math assessment	0	0	0	2	3	17	0	0	0	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	0	18	18	0	0	0	0	0	37

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	2	16	17	4	12	0	0	0	52

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	0	2	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total	
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days		1	7	14	8	11	19	0	0	0	60
One or more suspensions		0	0	2	1	2	11	0	0	0	16
Course failure in ELA		1	1	0	1	0	0	0	0	0	3
Course failure in Math		1	1	0	1	0	0	0	0	0	3
Level 1 on statewide ELA assessment		0	0	0	2	5	17	0	0	0	24
Level 1 on statewide Math assessment		0	0	0	2	3	17	0	0	0	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		1	0	18	18	0	0	0	0	0	37

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	2	16	17	4	12	0	0	0	52

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	1	0	2	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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*	43	48	53	41	50	56	34		
ELA Learning Gains				49			23		
ELA Lowest 25th Percentile				46			18		
Math Achievement*	55	58	59	43	48	50	36		
Math Learning Gains				54			31		
Math Lowest 25th Percentile				58			45		
Science Achievement*	53	52	54	32	59	59	24		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		54	59						

* 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](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	218
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	323
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

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	24	Yes	4	2
ELL				
AMI				
ASN				
BLK	50			
HSP				
MUL				
PAC				
WHT				
FRL	45			

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	22	Yes	3	1
ELL				
AMI				
ASN				
BLK	44			
HSP				

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%
MUL				
PAC				
WHT				
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	43			55			53					
SWD	22			30			21				3	
ELL												
AMI												
ASN												
BLK	39			51			49				4	
HSP												
MUL												
PAC												
WHT												
FRL	35			45			36				4	

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	41	49	46	43	54	58	32					
SWD	9	22	27	13	35	50	0					
ELL												
AMI												
ASN												

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
BLK	38	48	48	41	51	52	31					
HSP												
MUL												
PAC												
WHT												
FRL	34	47	46	39	56	62	30					

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	34	23	18	36	31	45	24					
SWD	11	8		11	25		10					
ELL												
AMI												
ASN												
BLK	32	20	20	32	34	45	21					
HSP												
MUL												
PAC												
WHT	64			55								
FRL	27	22	20	29	34	45	19					

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
05	2023 - Spring	34%	47%	-13%	54%	-20%
04	2023 - Spring	41%	50%	-9%	58%	-17%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	64%	46%	18%	50%	14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	69%	59%	10%	59%	10%
04	2023 - Spring	44%	58%	-14%	61%	-17%
05	2023 - Spring	63%	52%	11%	55%	8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	53%	48%	5%	51%	2%

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.

5th grade ELA performed the lowest in proficiency compared to all areas. Looking at the cohort data for this group, there has been a steady decline in proficiency since 3rd grade. In 3rd grade students performed at 53%, 4th grade 44% and now in 5th grade 34%. Factors that contributed to the low performance is lack of monitoring and planning for new BEST standards using the new Benchmark Advance curriculum. There wasn't a complete understanding of the actual standards' content and item specifications. Implementing effective tier I supports was also a barrier.

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

5th grade ELA performed the lowest in proficiency compared to all areas. Looking at the cohort data for this group, there has been a steady decline in proficiency since 3rd grade. In 3rd grade students performed at 53%, 4th grade 44% and now in 5th grade 34%. Factors that contributed to the low performance is lack of monitoring and planning for new BEST standards using the new Benchmark Advance curriculum. There wasn't a complete understanding of the actual standards' content and item specifications. Implementing effective tier I supports was also a barrier.

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.

5th grade ELA underperformed at 34% compared to the state's average of 54% for 5th grade.

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

The most improvement in 2023 was in overall proficiency for science. Science moved from 32% to 53% increasing by 21 pts. The actions we took in this area included using a science interventionist to pull students daily to provide the Tier 2 and Tier 3 interventions needed to move bubble students to proficiency. The coach also provided instructional support for content teacher(s) and built very strong relationships with her groups of students further promoting an ownership of learning.

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

Increasing our overall daily attendance rate continues to be our area of concern. Although we did show a slight increase at 92% daily attendance rate, the number of students with more than 20 days absent is at over 20%. Our goal is to reduce this number by 25%.

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

The single most factor for improvement was consistent, effective small group instruction that scaffolded learning of students who were performing below grade level expectations.

In order to accelerate learning, there must be a focus on teacher-led small group instruction based on the needs of the students. Teachers will effectively implement GRR model to engage students in whole and small and group instruction. The design on the lesson will focus on aligned tasks/ assessments that are supported through a standards-based focus.

Common planning will take place bi-weekly for all teachers to include VE and interventionist. All teachers will collaborate on the results of student work, aligned tasks and blended learning. All teachers will engage in ongoing unpacking of standards, instructional rounding, developing spiral reviews/focus calendars and data chats.

Additional support will be implemented in the form of pull out interventions through the use of a math interventionist and reading teachers. The interventionist and VE teachers will provide tier III intensive remediation to our most vulnerable population of students.

Area of Focus

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

#1. Instructional Practice specifically relating to Small Group 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.

According to the Spring FAST PM3 ELA results (raw data) 64% of 3rd graders, 41% of 4th graders, and 34% of 5th graders scored proficient. When analyzing Spring FAST PM3 Math results (raw data) 69% of 3rd graders, 44% of 4th graders, and 55% of 5th graders scored proficient. The data shows the need for increased proficiency in 4th and 5th grade ELA and in fourth grade math. Furthermore, the low level of proficiency in these categories presents the need for remediation to achieve the gains necessary for students to show more than a year's worth of growth on the 2023-24 FAST PM3.

Measurable Outcome:

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

For ELA, the goal will be to increase overall proficiency from 47% to 48%. In Math, the goal will be to maintain the high levels of proficiency in 3rd and 5th grade but increase 4th grade proficiency to 50% thus, meeting our goal of 60% for overall proficiency. Regarding gains, the goal will be to have at least 50% of students in ELA and 55% in Math to achieve their targeted number of overall and LPQ gains.

Monitoring:

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

Using data from the 2022-23 school year and 2023-24 beginning of year assessments, students will be grouped according to their targeted needs. Teachers will meet on a weekly basis to review data, plan tiered instruction, and re-evaluate student goals as needed. Data will be reviewed after each assessment given to re-evaluate student goals and remediate.

Person responsible for monitoring outcome:

Kristi Kincaid (ephriamk@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.)

While tier one instruction remains a priority, small group instruction will be the focus of this year's instructional goals. During common planning and PLC time, staff will triangulate data from (FAST, STAR, District DMA, etc.) to group students based on specific needs. Teachers will design small group instruction that targets these specific needs for remediation and enrichment. Data will be analyzed on a consistent basis to ensure students are receiving the most appropriate tier 2 or 3 instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

To best meet the needs of each individual student, a more targeted/intentional approach is needed. While tier one instruction will meet most needs to students who are on level, it does not provide the necessary time for targeted interventions. Data analysis, coupled with small group instruction provides a way for teachers to differentiate learning in a more focused setting, so that students needing remediation or enrichment can receive it at their own level. Resources to be used in this process will include Benchmark Advance Tiered Instruction tools, Reveal Math small group tools, Acaletics, UFLI, etc.

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.

Review FAST PM3 data from the 2022-23 school year and baseline data for 2023-24 to target student needs.

Person Responsible: Kristi Kincaid (ephriamk@duvalschools.org)

By When: August-September 2023

Ongoing data chats to review data and create small group plans including targeted skills and resources to be used.

Person Responsible: Kristi Kincaid (ephriamk@duvalschools.org)

By When: August 2023-May 2024

Use additional 30 minute WINN intervention to provide small group instruction plan for individual deficiencies

Person Responsible: Kristi Kincaid (ephriamk@duvalschools.org)

By When: August 2023-May 2024

Use common planning sessions to continue cycle, planning sessions throughout year and adjust as needed.

Person Responsible: Kristi Kincaid (ephriamk@duvalschools.org)

By When: August 2023-May 2024

Regular instructional rounding opportunities with focused feedback on small group instruction

Person Responsible: Kristi Kincaid (ephriamk@duvalschools.org)

By When: August 2023-May 2024

Implement Acaletics intervention in 2-5 with targeted instruction in 5th grade using walk to math strategy

Person Responsible: Kristi Kincaid (ephriamk@duvalschools.org)

By When: September 2023-March 2024

#2. ESSA Subgroup specifically relating to Students with Disabilities

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.

As stated above, the 2022 Federal Percent of Points Index specified that the success of students in the subgroup “students with disabilities” is an area of concern for RL Brown. Addressing this area of concern is critical when considering the success of these students and how performance will be calculated with gains. MTSS protocols will help shift focus to a more data driven approach to address school wide and student specific deficits.

Measurable Outcome:

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

Our goal is for 48% of our 3rd-5th grade students to be proficient in reading, 60% proficient in math. For our LPQ population our goal is to have 50% learning gains in reading and 55% in math. The goal of implementing consistent MTSS protocols will be to reduce the percentage of “students with disabilities” scoring below the federal index from 41% to 20%.

Monitoring:

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

Ongoing monitoring will occur during weekly data analysis of blended learning reports in the content areas. Teachers will participate in bi-weekly data chats where student work and aligned tasks will be discussed for the targeted subgroup.

Person responsible for monitoring outcome:

Kristi Kincaid (ephriamk@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.)

Math interventionist and reading teacher to pull small groups of lower performing students to facilitate remedial instruction of standards, monitor and assess reading and math achievement progress, and provide tiered support to teachers through modelling lessons, providing resources, and facilitating collaborative planning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our math and reading teachers will be leveraged to support our bubble and LPQ students in 3rd through 5th grade with Tier 2 and Tier 3 instruction that will lead to a higher percentage of students making required gains in math and reading.

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.

Re-evaluate effectiveness of implementation quarterly to ensure teams/resources are being utilized efficiently.

Person Responsible: Kristi Kincaid (ephriamk@duvalschools.org)

By When: Quarterly

Teachers will participate in common planning and professional development sessions to collaborate with peers in disaggregating formative assessment data, identifying intervention resources/programs, and developing reteaching strategies to remediate students' instructional areas of weakness and enrich students' s instructional strengths.

Person Responsible: Kristi Kincaid (ephriamk@duvalschools.org)

By When: August 2023-May 2024

Implement Waterford, Freckle and i-ready blended learning platforms for reading and math students; progress monitor data to make adjustments to drive small group instruction.

Person Responsible: Kristi Kincaid (ephriamk@duvalschools.org)

By When: August 2023-May 2024

Implement research-based intervention curriculum such as Acaletics and UFLI to help close the learning gap of our lowest-performing students in math and reading.

Person Responsible: Kristi Kincaid (ephriamk@duvalschools.org)

By When: September 2023-May 2024

Regular data chats with teachers to drill down grade-level standards using DMA data, standards-based assessments, and focus calendars to determine alignment based on student performance.

Person Responsible: [no one identified]

By When: September 2023-May 2024

#3. Positive Culture and Environment specifically relating to Other**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.

According to referral data from the 2022-23 school year, a total of 89 disciplinary referrals were written. The top two categories of referrals were coded as “failure to adhere to safety considerations” and “intentionally striking a student.” With the physical/emotional safety of students being a top priority as seen from our 5 Essentials results, consistently implementing Positive Behavior Intervention Strategies to become a PBIS Model School will help to decrease unwanted student behaviors by creating a positive teacher/student school culture.

Measurable Outcome:

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

The goal of implementing PBIS strategies to become a PBIS Model School will be to decrease referrals in the areas of “failure to adhere to safety considerations” and “intentionally striking a student” by 50%. The goal is to increase the percentage of positive responses in the domains of “student safety” and “student teacher trust” on the 5 Essentials survey for the 2023-24 school year.

Monitoring:

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

Ongoing monitoring and data analysis of incident referrals, counselor referrals, positive behavior referrals. Teachers will participate in monthly data chats for PBIS to monitor common areas and schoolwide expectations.

Person responsible for monitoring outcome:

Andrea Weertz (weertza@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.)

The school will provide on-going training for all school personnel and progress monitor behavior data to successfully implement an effective school-wide PBIS system to include fully implementing Calm Classroom curriculum which supports the social-emotional growth of our students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on our 5Essentials survey data, there was a slight increase in the area of Supportive Environment (+6) however this category remains our lowest measure. One of our primary goals is to focus to ensure that students feel safe each day on build a stronger PBIS system to support our students' social and emotional growth that will, in turn, lower our number of total referrals, promote increased engagement in learning and foster a supportive learning environment.

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.

School Leadership and PBIS Members will model and monitor school-wide expectations for all stakeholders to ensure the appropriate implementation of rituals and routines, positive behavior plans, social-emotional curriculum, and school wide PBIS initiatives.

Person Responsible: Andrea Weertz (weertza@duvalschools.org)

By When: August 2023-May 2024

Teachers/staff will receive ongoing feedback from weekly walkthroughs focusing on behavioral expectations, student engagement, and the classroom learning environment to celebrate successes and support areas of need.

Person Responsible: Andrea Weertz (weertza@duvalschools.org)

By When: August 2023-May 2024

School Leadership and the PBIS Team will continually monitor school-wide discipline data to problem solve areas of concern, provide feedback to staff and determine training needs to teachers and students.

Person Responsible: Andrea Weertz (weertza@duvalschools.org)

By When: August 2023-May 2024

Utilize school-wide incentive program to include school wide Cub Cash, positive referrals and student of the month awards to celebrate students.

Person Responsible: Kristi Kincaid (ephriamk@duvalschools.org)

By When: August 2023-May 2024

Ongoing student feedback through the use of surveys/checkpoints, assemblies and small group forums to determine next steps to ensure a safe and responsive environment.

Person Responsible: Kristi Kincaid (ephriamk@duvalschools.org)

By When: August 2023-May 2024

Participate in school wide Trust Based Relationship Intervention training to implement strategies that will cultivate a supportive learning environment that meets the needs of the whole child.

Person Responsible: Kristi Kincaid (ephriamk@duvalschools.org)

By When: August 2023-March 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Together with our School Advisory Council, we will monitor the school improvement funds used to ensure resources outlined are allocated based on the needs from the school improvement plan. Monthly meetings are scheduled with all stakeholders to ensure we are on track with our goals and action strategies to hit our targets especially in reading, our area of focus.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on 2023 data, ELA was identified as a critical need especially in 2nd, 4th and 5th grades. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas. The percentage of students in kindergarten through grade 3, based on 2023 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized grade 3 English Language Arts assessment is as follows: KG - 46% 1st - 64% and 2nd -48%

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Based on 2022 data, ELA was identified as a critical need. Students at our school need support with learning the foundational skills of how to read and also understanding the content they are reading. As an Area of Focus, student success in ELA progress will also increase student achievement in other subject areas. The percentage of students in grades 3-5, below Level 3 on the 2023 statewide, standardized English Language Arts assessment are as follows: 3rd grade is 36%, 4th grade is 59%, and 5th grade is 66%.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Increase percentage of K-2 students scoring "At Grade Level" or above from 52% to 55%.

Grades 3-5 Measurable Outcomes

Increase percentage of 3 -5 grade students scoring Level 3 on the 2023 statewide, standardized English Language Arts assessment from 47% to 48%. Increase overall LPQ and learning gains to 50%.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Our school instructional leadership team, district content specialist support, and Region I region support will review ELA data from district assessments through ongoing data chats, instructional rounding and LEAD meetings.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Kincaid, Kristi , ephriamk@duvalschools.org

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Data Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, implementation, and checking for understanding when lesson planning.

Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered. Small group instruction will allow teachers to meet students at their level to support their needs.

Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity.

Checking effectiveness using student data from DMAs, PMs and benchmark assessments.

Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Progress Monitoring: Student progress monitoring helps teachers evaluate the effectiveness of instruction and 4-step targeted strategy. Tier III supports that include UFLI, corrective reading and small group instruction.

Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next steps. It may be used by the school alone or with the assistance of the support lead. <https://institutionalresearch.syr.edu/what-we-do/student-ratings/creatingan-action-plan/action-plan-teachingstrategies/>

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Ensure teachers are equipped and comfortable with all four strategies listed above. Professional Development during Early Release Days and Common Planning will be essential for Leadership to support teachers. Based on observational data and teacher feedback, PD topics will be set before each Early Release and Common Planning. Specialized content area professional development will be ongoing to provide collaboration and strategic planning.	Kincaid, Kristi , ephriamk@duvalschools.org
During Common Planning and individual teacher data chats, specific data pertaining to ELA reading and student success will be discussed and analyzed to ensure we are monitoring progress.	Kincaid, Kristi , ephriamk@duvalschools.org
Give immediate feedback on any observations/walkthroughs conducted by state support, school leadership, district content specialists, and district leadership.	Kincaid, Kristi , ephriamk@duvalschools.org

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.

Our SIP is distributed during parent events such as orientation and open house. A copy of the SIP is available in our Parent resource room and electronically at: <https://dcps.duvalschools.org/rlbrown>

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))

When parents are actively involved, everybody wins. As we all know, there is a direct correlation between parents who are involved in the child's learning experience and their success as a student. Communication is also critical in positive school culture. People feel secure when they know what to expect, while uncertainty builds insecurity and lack of trust. At RLB, we invite all stakeholders to work together to be an active participant in parent nights, SAC, PTA, and Parent Academy training. Various forms of communication such as Parent compacts, parent-teacher conferences, porrect shadowing, Class Dojo, FOCUS, school website, and weekly communication folders to engage all families.

A culture of caring and connection means all stakeholders feel seen, valued, and heard. Students who feel safe to take risks, receive feedback, and make mistakes are more motivated to explore, learn, and, in turn, make positive contributions back to the school culture and climate. There are a few simple things that go a long way in creating and sustaining relationships with students:

- Believe that all students can achieve and demonstrate those positive expectations
- Greet each student by name each morning
- Establish a class meeting or social circle to give students time to share celebrations, concerns, or struggles that they are having and take time to respond to students who share
- Create routines and rituals that encourage all students to participate and contribute to conversations or collaborations equitably
- Take time to learn student interests, backgrounds, family traditions, and cultures
- Use what you know about students to integrate and validate their interests, family traditions, and cultures into all forms of academic, social, and emotional learning
- Create rituals that celebrate students who take a risk or learn from a mistake
- Model and celebrate kindness and forgiveness
- Provide clear behavior expectations and boundaries so students feel safe and confident

<https://dcps.duvalschools.org/rlbrown>

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)

For ELA, the goal will be to increase overall proficiency from 47% to 48%. For 2nd grade, increase proficiency from 48% to 55%; increase proficiency in 4th grade from 41% to 50%; increase proficiency in 5th grade from 34% to 42%.

Action Steps to Implement:

- Review FAST PM3 data from the 2022-23 school year and baseline data for 2023-24 to target students' needs.
- Implement 4-step model to monitor student proficiency on DMAs, PMs and benchmark assessments.
- Ongoing data chats to review data and create small group plans including targeted skills and resources to be used.
- Use common planning sessions to continue planning to develop tier I supports for ELA and adjust as needed.
- Regular instructional rounding opportunities with focused feedback on tiered supports and small group instruction.
- Participate in school wide Trust Based Relationship Intervention training to implement strategies that will cultivate a supportive learning environment that meets the needs of the whole child.

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))

N/A

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))

N/A

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))

N/A

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).

N/A

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))

N/A

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