

Duval County Public Schools

Fort Caroline Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Fort Caroline Elementary School

3925 ATHORE DR, Jacksonville, FL 32277

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

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 educators at Fort Caroline Elementary are committed to providing high quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to succeed in a global economy and culturally diverse world.

Provide the school's vision statement.

The educators at Fort Caroline Elementary will challenge each child by meeting his/her individual needs and motivate them to meet a higher academic standard.

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
Smith, Carlene	Principal	The principal serves as an instructional leader, leads the school in data analysis, instructional improvements including school safety and works as a support system to students, faculty, staff, and other stakeholders. Ensures the highest academic standards and a safe and sound learning environment for all students. Leads, manages, supervises, and administers all programs, policies and activities of the school. Monitors instruction, ensures implementation of district curriculum and assesses effectiveness of instructional and support personnel.
McCormick, Amber	Assistant Principal	The Assistant Principal develops, articulates, communicates, and implements a shared vision that is supported by the larger organization and the school community. Monitors the success of all students in the learning environment; aligns the curriculum, instruction, and assessment processes to promote effective student performance; and uses a variety of benchmarks for learning, and expectations feedback measures to ensure accountability for all participants engaged in the educational process.

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 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.

Stakeholders are involved in the School Improvement process through the School Advisory Council. SIP goals are reviewed and school data is presented during monthly meetings. Stakeholders, along with school administrators, teachers, and staff are provided opportunities to participate in plan preparation, implementation, monitoring, and evaluation. A deep dive into historical trends and current data allows for stakeholder input during the development process. A comprehensive needs assessment is completed and school staff and stakeholders collaboratively analyze

data as well as identify goals and priorities, Mid-year progress checks are scheduled to monitor and adjust school goals.

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))

Effective monitoring can be accomplished through systemic data analysis, stakeholder reflection, and updated action steps for improvement. The SIP will be monitored after each testing cycle to assess the implementation of strategies and the impact on student outcomes. To ensure continuous improvement, the plan will be revised. New additional strategies that specifies the actions the school will take to address the challenges identified will be implemented. Additionally, benchmarks will be set for how much improvement the school expects by the next testing cycle.

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 PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	88%
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)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP)* 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: B 2018-19: B 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 each early warning indicator listed:

Indicator	Grade Level									
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	5	59	58	56	53	36	0	0	0	
One or more suspensions	0	5	5	13	12	13	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	1	0	0	0	0	0	
Course failure in Math	0	0	9	4	1	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	2	43	29	0	0	0	
Level 1 on statewide Math assessment	0	0	0	3	24	30	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	37	63	45	0	0	0	0	0	

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								
	K	1	2	3	4	5	6	7	8
Students with two or more indicators	5	30	43	44	38	29	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	6	8	9	4	1	0	0	19
Students retained two or more times	0	0	4	1	2	1	0	0	0	8

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									
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	3	46	36	38	23	33	0	0	0	
One or more suspensions	0	1	4	4	4	7	0	0	0	
Course failure in ELA	3	5	2	2	1	0	0	0	0	
Course failure in Math	2	3	2	1	0	1	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	11	20	35	0	0	0	
Level 1 on statewide Math assessment	0	0	0	8	15	33	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	25	39	46	0	0	0	0	0	

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	3	31	37	46	15	26	0	0	0	159

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	4	3	18	1	3	0	0	0	
Students retained two or more times	0	0	1	3	2	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									
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	3	46	36	38	23	33	0	0	0	
One or more suspensions	0	1	4	4	4	7	0	0	0	
Course failure in ELA	3	5	2	2	1	0	0	0	0	
Course failure in Math	2	3	2	1	0	1	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	11	20	35	0	0	0	
Level 1 on statewide Math assessment	0	0	0	8	15	33	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	25	39	46	0	0	0	0	0	

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	3	31	37	46	15	26	0	0	0	159

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	4	3	18	1	3	0	0	0	
Students retained two or more times	0	0	1	3	2	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 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
ELA Achievement*	40	48	53	34	50	56	31	
ELA Learning Gains				53			47	
ELA Lowest 25th Percentile				54			63	
Math Achievement*	45	58	59	40	48	50	41	
Math Learning Gains				51			40	
Math Lowest 25th Percentile				46			29	
Science Achievement*	15	52	54	25	59	59	26	
Social Studies Achievement*					63	64		
Middle School Acceleration					53	52		
Graduation Rate					46	50		
College and Career Acceleration						80		
ELP Progress	68	54	59	44			65	

** 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)	A
OVERALL Federal Index – All Students	4
OVERALL Federal Index Below 41% - All Students	M
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	2
Total Components for the Federal Index	
Percent Tested	9

2021-22 ESSA Federal Index

Graduation Rate

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)

OVERALL Federal Index – All Students

OVERALL Federal Index Below 41% - All Students

Total Number of Subgroups Missing the Target

Total Points Earned for the Federal Index

Total Components for the Federal Index

Percent Tested

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 Subgroup is Below 32%
SWD	21	Yes	2	1
ELL	39	Yes	1	
AMI				
ASN				
BLK	31	Yes	2	1
HSP	40	Yes	2	
MUL				
PAC				
WHT	68			
FRL	44			

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 Subgroup is Below 32%
SWD	34	Yes	1	
ELL	42			
AMI				

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 Subgroup is Below 32%
ASN				
BLK	39	Yes	1	
HSP	38	Yes	1	
MUL				
PAC				
WHT	65			
FRL	43			

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	P
All Students	40			45			15					
SWD	21			26			7				4	
ELL	23			27							3	
AMI												
ASN												
BLK	35			45			7				4	
HSP	35			22							3	
MUL												
PAC												
WHT	65			69							3	
FRL	40			45			14				5	

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	P
All Students	34	53	54	40	51	46	25					
SWD	9	28	36	26	59	71	11					
ELL	24	56		38	61		27					

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	P
AMI												
ASN												
BLK	30	50	54	36	46	39	19					
HSP	32	56		30	53		20					
MUL												
PAC												
WHT	52	71		63	73							
FRL	34	53	59	38	49	45	24					

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	P
All Students	31	47	63	41	40	29	26					
SWD	17	33		20	27	20	14					
ELL	25			48								
AMI												
ASN												
BLK	29	49	67	37	41	31	22					
HSP	20			30								
MUL	45			54								
PAC												
WHT	35			58								
FRL	27	43	62	38	33	27	25					

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	37%	47%	-10%	54%	-17%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2023 - Spring	42%	50%	-8%	58%	-16%
03	2023 - Spring	33%	46%	-13%	50%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	50%	59%	-9%	59%	-9%
04	2023 - Spring	42%	58%	-16%	61%	-19%
05	2023 - Spring	42%	52%	-10%	55%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	13%	48%	-35%	51%	-38%

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 performance and discuss any trends.

Last year's science scores were ten points lower than the previous year, and there has been a downward trend over the past five years, with a decrease of 25 points. Several contributing factors to the low performance include:

- Lack of Science Instruction: Teachers in lower grades are not following the master schedule, resulting in reduced time dedicated to science instruction. Instead, more time is allocated to literacy and math to improve performance in those areas.
- Reading Levels: The majority of students are reading significantly below grade level, making it challenging for them to understand science-related vocabulary and concepts.
- Poor Attendance: Student learning has been adversely affected by poor attendance, with approximately 50% of fifth-grade students absent for 20 or more days during the school year.
- Inexperienced Science Teachers: Both fifth-grade science teachers were new to teaching the subject, which could have impacted the quality of instruction and student engagement.

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

The same factors mentioned above contributed to the decline in science performance. Teachers not adhering to the master schedule, the emphasis on literacy and math, students' low reading levels, poor attendance, and inexperienced science teachers collectively contributed to the greatest decline in science scores compared to the prior year.

The science component showed the greatest decline. Factors that contributed to the low performance are that teachers in lower grades are not teaching science as outlined in the master schedule. Additional time is spent on literacy and math to bolster performance in those areas. The majority of our students are reading significantly below grade level, making it difficult for them to comprehend science-related vocabulary and concepts. Poor attendance has significantly impacted student learning. Approximately 50% of our fifth grade students were absent 20 or more days during the school year. Both fifth grade science teachers were new to teaching the subject area.

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.

Science has the largest gap when compared to the state average. Over the last three testing cycles, science performance has been trending downward, reaching its lowest point this year. The contributing factors to this gap align with those discussed earlier: lack of science instruction due to scheduling issues, focus on literacy and math, students' reading levels affecting science comprehension, poor attendance, and the presence of new and inexperienced science teachers.

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

The math component showed the most improvement. To address math performance, the school implemented several new actions:

- Common Planning Processes: Teachers engaged in common planning processes, aligning instruction, student learning, and assessments with the newly adopted B.E.S.T. standards.
- Differentiated Small Group Instruction: Greater emphasis was placed on differentiated small group instruction to meet students' individual needs and learning styles.
- Paraprofessionals Support: Paraprofessionals pushed into classrooms during center time, providing additional support for small group instruction, which enhanced student learning experiences.
- Acaletics Implementation: The school implemented the Acaletics program with fidelity, leading to monthly improvements in student performance on assessments at each grade level.
- Collaboration with Specialists: The district specialist and math interventionist worked closely with teachers to improve math instruction. They identified students in need of remediation and provided targeted small group instruction based on current data.

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

Based on the Early Warning System data, one area of concern is the high number of students showing indicators of attendance issues. The data indicates that a significant portion of the student population is at risk of academic challenges due to poor attendance.

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

1. Reading
2. Science
3. Attendance

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.

The area of focus on positive culture and environment is identified based on the Early Warning System data, which highlights attendance issues. Improving the school's culture and creating a positive learning environment will help address attendance challenges and contribute to overall student well-being and success.

Measurable Outcome:

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

The specific measurable outcome is to improve overall attendance and reduce the number of students with attendance issues. The school aims to reduce the percentage of students missing 20 or more days of school by 10 percent during the school year.

Monitoring:

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

The attendance data will be monitored regularly through the school's attendance tracking system. Monthly attendance reports will be generated and reviewed to assess progress. Classroom teachers will contact any student's family after three consecutive days absent and/or once the student has missed five days in a nine week period. Attendance meetings will be scheduled with the Attendance Intervention Team (AIT) based on information received from the district regarding excessive absences and data analyzed at the school level.

Person responsible for monitoring outcome:

Carlene Smith (smithc2@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 evidence-based intervention being implemented to address attendance issues is a school-wide attendance improvement plan. The plan includes the following components:

- Positive Reinforcement: A positive behavior reinforcement program will recognize and reward students with good attendance. Each classroom will be rewarded after ten days of whole-class perfect attendance.
- Early Intervention: Students with attendance issues will be identified early and provided targeted support and interventions to address the root causes of absences.
- Parent and Family Engagement: The school will establish strong partnerships with parents and families to improve student attendance and address any barriers preventing regular school attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These strategies have been proven effective in improving attendance rates in schools. Positive reinforcement, early intervention, and strong parent engagement are essential components of successful attendance improvement programs.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as determined 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 Improvement Plan Development: School leadership and attendance team will develop a comprehensive attendance improvement plan.

Data Analysis: The team will analyze data to identify trends and target areas for improvement.

Identify At-risk Students: Based on data analysis, the team will identify students at risk of chronic absenteeism and devise targeted interventions.

The school will incentivize students and classes with perfect attendance.

Students will track their attendance via the Student Attendance Tracker. Teachers will connect with families of students who miss 3 or more consecutive days.

The school's attendance coordinator will track students' monthly attendance rates and call families with 5 or more absences. AIT meetings will be held monthly.

The school social worker will reach out to the families and address barriers if school strategies fail.

Title 1 will fund a behavior interventionist who will assist with attendance concerns by building positive relationships and engaging regularly with families.

Person Responsible: Carlene Smith (smithc2@duvalschools.org)

By When: Attendance will improve by the end of the 2023-2024 school year.

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**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.

Three ESSA subgroups performed below the 41% threshold. Literacy, math, and science instruction will be addressed for students with disabilities, black students, and Hispanic students utilizing targeted interventions, differentiated instruction, and regular progress monitoring.

Measurable Outcome:

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

To increase literacy, math, and science performance by 10% for students with disabilities, black students, and Hispanic students, using research-based best practices.

Monitoring:

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

The progress of identified subgroups will be monitored through regular formative assessments, progress monitoring, diagnostic assessments, and summative assessments.

General Education teachers, ESE teachers, the ESE paraprofessional, and the interventionists will analyze the data to inform instruction and provide targeted interventions.

Person responsible for monitoring outcome:

Carlene Smith (smithc2@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 following evidence-based interventions will be implemented for identified student populations:

- Targeted students support through small group instruction.
- Before and after school tutoring is for targeted students.
- Student data sheets are provided to students who set learning goals aligned to BEST standards.
- Shared comparison of subgroups from 2022 to 2023 school grade components by subgroups and will be used to address more equity practices within classroom instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The evidence-based interventions to achieve growth for identified groups of students have been proven effective in improving student outcomes. Targeted support through small group instruction provides opportunities for flexible and differentiated learning. With the smaller number of students, students have more chances to participate. Teachers are able to monitor the students better, thus providing better and more individualized feedback and support. Tutoring can help strengthen subject comprehension, boost confidence, and build important learning skills. Tutoring gives students individualized attention that they don't get in a crowded classroom. This helps children who struggle to keep up, as well as those who aren't challenged enough. Goal setting helps students gain motivation when they lack motivation or want to give up. Students are most motivated by goals that are both attainable and relevant to them.

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.

VE teachers, ESOL and general education paraprofessionals will plan collaboratively with general education teachers weekly.

ESOL and general education para schedules will be arranged to provide push in support for small group instruction utilizing teacher provided materials. ESOL para will support students using ELL instructional strategies. (PD planner staff. General education paras will provide support for targeted students utilizing resources in the district's curriculum guide.

Person Responsible: Carlene Smith (smithc2@duvalschools.org)

By When: The end of the 2023-2024 school year

Students will be placed in small groups based on their data — focusing on ESSA subgroups that need support using materials provided by the district and purchased through Title 1.

Small Group Support: Teachers and paraprofessionals will be providing support for targeted students in small groups within their classrooms. Teachers will identify specific standards that students are struggling with and will provide lessons to increase the learning of concepts and skills. Teachers will monitor student learning using exit tickets and weekly assessments (teacher created, and district provided). Teachers will use tier 1 supports to increase comprehension. Teachers will provide students with multiple opportunities to practice and receive feedback.

Person Responsible: Carlene Smith (smithc2@duvalschools.org)

By When: The end of the 2023-2024 school year

Common Planning Processes: Teachers will engage in common planning processes, aligning instruction, student work and assessments with the newly adopted B.E.S.T. standards. Differentiated Small Group Instruction: Greater emphasis will be placed on differentiated small group instruction to cater to students' individual needs. Paraprofessionals Support: Paraprofessionals will attend common planning sessions and push into classrooms during center time, providing additional small group instruction, which will enhance student learning experiences.

Person Responsible: Carlene Smith (smithc2@duvalschools.org)

By When: The end of the 2023-2024 school year

#3. Instructional Practice specifically relating to ELA**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.

Based on a review of student performance data, reading has been identified as a crucial need area. Although there was a seven percent increase from the previous year, reading proficiency is still below fifty percent. Third grade reading shows a decline of one percent from the previous year and third and fifth grade reading have remained below forty percent for several years. Fourth grade reading improved to the forty-second percentile, showing a seven percent increase from the previous year. The majority of students in tested grades perform below grade level on state assessments.

Measurable Outcome:

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

The specific measurable outcome is to improve reading performance by 10 percent by having content area teachers engaging in deep benchmark-aligned planning processes and data-informed instructional delivery.

Monitoring:

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

Weekly common planning sessions will be facilitated to advance teacher knowledge and expertise on benchmark-aligned instruction. These planning sessions will be rooted in BEST standards, which will serve as the school's foundational guide for best practices. Weekly walkthroughs will be conducted by administrators to monitor the implementation. Student data will be monitored using blended learning platforms, district assessments, and state assessments.

Person responsible for monitoring outcome:

Carlene Smith (smithc2@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 implement weekly common planning with teachers, paraprofessionals, and administrators to align instruction, learning tasks, and assessments to BEST Benchmarks to improve student outcomes.

Teachers will engage in vertical common planning to understand the progression of the BEST benchmarks across grade levels.

The school will purchase Measuring Up and Florida Rehearsal using Title 1 funds to remediate benchmarks in small groups and tutoring groups.

The school will purchase a Math Interventionist, Reading Interventionist, paraprofessionals, and tutors using Title I funds to provide student interventions.

The Math and Reading Interventionists will provide support for teachers in planning and implementing standards-based instruction, tasks, and assessments.

Assessment data will be monitored weekly and reviewed during leadership meetings and common planning sessions.

The school will purchase supplies to enhance instruction and increase student achievement.

The school will use Title I funds to fund one-half media specialist to support teachers in reading instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Aligning tasks, assessments, and instruction to standards will increase student performance and mastery of standards.

The National Council of Teachers of Mathematics (NCTM) states, "We strongly recommend using Elementary Mathematics Specialists (EMSs) in PK–6 environments to enhance the planning, teaching, learning, and assessment of mathematics. We further advocate that every elementary school has access to an EMS professional."

(<https://www.nctm.org/Standards-and-Positions/Position-Statements/The-Role-of-Elementary-Mathematics-Specialists-in-the-Teaching-and-Learning-of-Mathematics/>)

"Reading interventionists work with specific children who have been identified as needing more literacy support than can be provided by the classroom teacher. They design interventions tailored to each child's needs. One-to-one instruction is extremely beneficial for students who may feel lost in whole-group settings." (Retrieved from <https://lesley.edu/article/reading-interventionist-varied-roles-of-a-reading-specialist#:~:text=Reading%20interventionists%20work%20with%20specific,lost%20in%20whole%2Dgroup%20settings>)

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.

Weekly common planning and professional development will focus on aligning instructional practices, tasks, and assessments to B.E.S.T. benchmarks.

Administrators will utilize the Standards Walkthrough Tool to measure progress towards full alignment to benchmarks.

General education teachers and special education teachers will participate in weekly collaborative, common planning sessions to plan benchmark-aligned instruction.

Person Responsible: Amber McCormick (stillsona@duvalschools.org)

By When: Reading performance will improve by the end of the 2023-2024 school year.

Students were placed in small groups based on their data — focusing on students' needs using resources provided by the district.

ELA Small Group Support: Teachers will be providing support for targeted students in small groups within their classrooms. Teachers will identify specific standards that students are struggling with and will provide instruction.

Teacher may use materials and additional resources provided through FLDOE to better align questions. Teachers will monitor student learning using exit tickets and assessments (teacher created, and district provided).

The use of tier 1 supports will increase

Teachers will be using visuals/ anchor charts

Teachers will provide students with multiple opportunities to practice and receive feedback and individualize instruction based on student their needs.

Person Responsible: Amber McCormick (stillsona@duvalschools.org)

By When: Reading performance will improve by the end of the 2023-2024 school year.

Teachers will provide explicit instruction through modeling and giving students concrete examples of how to read and process complex tasks with context clues, literacy text, and summarizing. Students will also be using summarizing strategies to learn how to identify the main points, text structure, theme and text elements that support comprehension.

Students will be provided with opportunities to use graphic organizers to clarify their thinking.

Teachers will use annotation and guided practice to model their thinking. Students will also be given equivalent experiences- utilizing the type of questions students will see on the FAST assessment- using multiple passages and practice answering questions that are two-part questions.

Guided reading and close reading will be utilized.

Person Responsible: [no one identified]

By When: Reading performance will improve by the end of the 2023-2024 school year.

Utilize Title 1 funds to secure Interventionists, paraprofessionals, and certified teacher tutors to provide reading intervention. Interventionists will also support the professional development of teachers. Paraprofessionals will provide instructional support.

Purchase Measuring Up and Florida Rehearsal for small group intervention and tutoring.

Purchase supplies and equipment to enhance classroom instruction and increase student engagement and achievement. Fund one-half media specialist to support teachers in reading instruction. The media specialist will create lessons to support students with benchmarks in need of remediation.

Person Responsible: Amber McCormick (stillsona@duvalschools.org)

By When: Reading performance will improve by the end of the 2023-2024 school year.

Differentiated centers will be implemented which include but are not limited to:

- o Teacher Led
- o Para Led
- o Blended Learning
- o Independent Reading/Work
- o Fluency

Data chats will be held with students

UFLI will be utilized for reading intervention

Person Responsible: [no one identified]

By When:

#4. Instructional Practice specifically relating to Science**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.

Based on a review of student performance data, science shows the greatest decline from the previous school year has the greatest gap when compared to the state average. Science scores were ten percentage points lower than the previous year. Scores have decreased twenty-five points in the last five years. Common planning processes with a concentration on aligning instruction, student tasks, and assessments will increase student achievement.

Measurable Outcome:

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

Science performance will improve to thirty percent by utilizing district curriculum resources and instructional best practices.

Monitoring:

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

The progress of fifth grade science will be monitored through regular formative assessments, progress monitoring, diagnostic assessments, and summative assessments.

General Education teachers, ESE teachers, paraprofessionals, and administrators will analyze the data to inform instruction and prescribe next steps for instruction.

Person responsible for monitoring outcome:

Carlene Smith (smithc2@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.)

Common Planning provides time, opportunity, and expectation that teachers will place student needs and progress at the center of their work and assume collective responsibility for student learning. Progress monitoring provides teacher information that can help students learn more and learn faster, and help teachers teach more effectively and make decisions about the type of instruction that will work best. Data analysis provides a snapshot of what students know, what they should know, and what can be done to meet their academic needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Aligning tasks, assessments, and instruction to standards will increase student performance and mastery of standards. "When aligned, the major course components work together to ensure that students achieve the desired learning objectives" (Engage, 2019, para. 3).

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.

Science teacher will engage in deep common planning processes to align instruction, student tasks and assessments

- Common planning with district science specialists

- Collaborative common planning with other schools that have high proficiency in science
- Science teacher will participate in district science trainings throughout the year

Person Responsible: Carlene Smith (smithc2@duvalschools.org)

By When: The end of th 2023-2024 school year

- Ensure implementation of differentiated daily science centers to target skills:
 - o Vocabulary
 - o Application – based on current standard
 - o Teacher Led Remediation – remediation materials in the CG
 - o Technology – Study Island

- Assign Study Island activities weekly based on current standards and student data
- Data chats with students to set goals and monitor student learning
- Use of district assessments to progress monitor

Person Responsible: Carlene Smith (smithc2@duvalschools.org)

By When: The end of the 2023-2024 school year

- Create a science lab to provide students more hands-on learning opportunities
- Media specialist will provide science support via media lesson
- Lower grade teachers will teach science as outlined in the master scheduling guidelines
- Third and fourth grade teachers will place an emphasis on tested standards
- Administrators will provide science trivia/vocabulary review during breakfast and lunch
- Attendance tracking and monthly attendance celebrations will be provided to students who meet the attendance c

Person Responsible: Carlene Smith (smithc2@duvalschools.org)

By When: The end of the 2023-2024 school year

CSI, TSI and ATSI Resource Review

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

The process used to review funding allocations and ensure resources are allocated based on need involve all stakehol Teachers and staff, parents, community, and business partners are involved in the School Improvement process throug School Advisory Council. Funding allocations are presented during monthly meetings. SIP goals are reviewed and scho data is presented. Stakeholders, along with school administrators, teachers, and staff are provided opportunities to par in the prioritization of school needs using a comprehensive needs assessment. Fund allocations are then decided base the prioritized needs collaboratively identified. Mid-year progress checks are scheduled to monitor and adjust.

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

55% of students in grades K-2 scored below proficient on 2023 statewide ELA assessment. The number of students reading below grade level affects their fluency, vocabulary, and comprehension in all subject areas: reading, math, science, and social studies. This area was identified as a critical need because reading proficiency is below 50%.

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

59% of students in grades 3-5 scored below a Level 3 on the 2023 statewide standardized ELA assessment. The number of students reading below grade level affects their fluency, vocabulary, and comprehension in all subject areas: reading, math, science, and social studies. This area was identified as a critical need because even though reading proficiency went up 7% from the previous year, it is still an area of concern because less than half of the students are reading on grade level.

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

55% of students in grades K-2 will be proficient on the STAR Reading Assessment which is the 2024 state standardized assessment.

Grades 3-5 Measurable Outcomes

50% of students in grades 3-5 will score a Level 3 or higher on the 2024 state standardized assessment. In 2022, reading proficiency in third grade was at 34% and in 2023, reading proficiency was at 41%. Reading proficiency is trending upward, so the measurable outcome is obtainable.

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.

Administrators will monitor FAST PM data after each administration (three times a year), district monitoring assessments after each administration (twice a year), and blended learning data each month during common planning with teachers. When data is analyzed, interventions will be added or adjusted as necessary.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Smith, Carlene, smithc2@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?

Students who are reading below grade level will receive small group instruction to include guided reading (materials from the district's adopted reading program, Benchmark Advance) and the intervention phonics program, UFLI (University of Florida Literacy Institute). Students will receive after school tutoring and assistance from the Read USA reading program. Teachers will utilize the gradual release model for core instruction.

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?

These practices/programs will support the students in various areas of deficiency. UFLI will target phonics gaps and guided reading, after school tutoring, and Read USA will target fluency, vocabulary, and comprehension. The gradual release model will allow students to gradually become independent with the reading skills through modeling, scaffolding, and independent practice.

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 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
Literacy Leadership - The Literacy Leadership team includes the administrators, reading interventionist, teachers, and support from each grade level. The team will meet monthly to determine student needs and appropriate resources. The team sets short-term and long-term literacy goals for each grade and the whole school.	
Literacy Coaching - Administrators will monitor implementation of the literacy program by conducting walkthroughs in classrooms. Administrators will provide teachers with feedback. Teachers will observe teachers in other classrooms and participate in coaching cycles to improve their practice. Teachers will attend district literacy professional learning community sessions monthly. They will return to the school to share the information and knowledge they have gained. A school-wide sight reading challenge will target foundational reading skills.	Smith, Carlene, smithc2@duvalschools.org
Assessment - State and district progress monitoring will take place throughout the school year. Student results will be analyzed for areas of concern and plans will be adjusted to meet the needs of the students.	
Professional Learning - ELA teachers will meet with administration once a week to analyze data and plan instruction, tasks, and assessments that align with grade level standards.	

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 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, provide in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SIP, UniSIG budget, and SWP will be disseminated in several manners. The items will be available on the school's webpage for public viewing. Copies of the items are placed in pockets on the bulletin board for stakeholders to copy. In addition, the items will be available during SAC meetings and other parent engagement activities. These documents have been translated into languages for non-English speakers.

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 child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116)

Parents, families and other community stakeholders are welcome to engage with the school. Monthly parent engagement activities are planned to engage all stakeholders. Once screened, parents and volunteers are welcome in and support students. SAC meetings are held monthly to provide parents, teachers and community members voice to advise the school directly, to enhance connectedness among the schools and the community. This allows parents and community members the opportunity to vote on decisions related to school improvement efforts. The Title 1 resource room is available for parents to check out instructional materials for parents to support learning at home. In addition, parent engagement activities are scheduled throughout the year to educate parents on attending to better student behavior, higher academic achievement, and enhanced social skills. Parent engagement also makes more likely that children and adolescents will avoid unhealthy behaviors. Monthly newsletters are sent home with students and electronically via email to stakeholders. Class DoJo and Blackboard is used to consistently communicate messages to parents. Parent conferences are held throughout the year to provide an opportunity for parents/guardians and teachers to discuss any concerns or issues regarding the child's academic or social performance in school. This open dialogue helps help identify any issues early on and address them before they become more significant problems.

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 addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

The school plans to strengthen the academic program by providing professional development to teachers focused on evidence-based literacy practices, differentiation, and strategies to support diverse learners. Quality learning time will be maximized by utilizing the district's curriculum guide to pace instruction for students and provide supports and enrichment for students by utilizing effective resources and proven best practices. Technology will be used to enhance student learning by allowing them to work at their own level and pace.

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))

Federal resources are used to supplement district funding. This supplemental funding is used to provide all children a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps that exist.

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))

The school employs a full-time counselor to work with students who need help managing their behavior, keeping up academically, or planning for the future. The school counselor also works with administrators, teachers, and parents to develop a comfortable, healthy school environment free of bullying. Students and families in need of additional services are referred to Full Service Schools. The district designates a social worker and attendance social worker to provide services to students to enhance their emotional well-being and improve their academic performance.

Hazel Health is available to students in case of illness. Students have access to virtual doctor visits at their school at no cost to families. This decreases the amount of time students spend out of school. In addition, the school has a full-time School Health Aide.

Mentoring is provided through I'm a Star Foundation.

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))

Students learn about postsecondary opportunities and the workforces through school activities. The school participated in Jacksonville Goes to College Week. Week long activities are planned for students to learn about opportunities after high school. School choice lessons are provided so that fifth graders are aware of the many different middle school options available. Also, a transition night is held for fifth graders and their families.

The school also does an annual career fair so that students can learn about the plethora of careers in our world.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and 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).

The MTSS process is in place. This process uses data to help match academic and social-emotional behavior assessment and instructional resources to each student's needs. Students that have identified needs are referred to the MRT team for additional testing and support. Additional data is collected using the RtI process and a plan of action is determined. A Progress Monitoring Plan is created by the teacher with parent input for students with significant academic and behavioral needs.

The school has created a comprehensive Positive Behavior and Intervention and Supports (PBIS). PBIS is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. In addition, the school is supported by Project THRIVE to support students with significant behavioral issues.

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))

Professional development is on-going. Teachers and staff participate in weekly common planning at the school level. Data from assessments (in class, district, and state) is analyzed and whole group and small group instructional strategies are planned. In addition, teachers and staff are also provided opportunities to participate in district provided professional development opportunities.

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))

The school has a VPK program which serves families in the community. Transition events are planned annually to help students move from early childhood education to the elementary program. Students in the Pre-K program are eligible for services for early identification.