Twin Lakes Academy Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Twin Lakes Academy Elementary School

8000 POINT MEADOWS DR, Jacksonville, FL 32256

http://www.duvalschools.org/tlae

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 mission of Twin Lakes Academy Elementary is to inspire our Wildcat LEADers to Learn Excel Achieve Dream.

Provide the school's vision statement.

The faculty and staff of Twin Lakes Academy Elementary work together to create Leaders for Life.

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
Ehrenberg, Julie	Principal	Principal Julie Ehrenberg leads instruction, school improvement, school safety, and provides management of all school functions. She leads observations, evaluations, professional development and data reviews. Mrs. Ehrenberg works with PTA, SAC, Shared Decision making, and the MTSS Team.
Stoker, Amanda	Assistant Principal	Ms. Stoker fosters a positive climate and safe environment that promotes academic growth through continued collaboration and progress monitoring. She collaborates with all stakeholders to make sure students social and emotional well-being is a top priority. Ms. Stoker monitors and supports high quality instruction through building teacher capacity while conducting observations with actionable feedback. Ms. Stoker ensures that the school-based team is implementing MTSS procedures and following state statute.
Catamas-Infante, Anthony	Math Coach	The Instructional Coach/Math Coach will provide guidance of effective instructional strategies through professional developments, observing instructional delivery, providing actionable feedback, and coaching to teachers. He will facilitate data collection, and assist with data analysis for Tier I, II, and III. He will assist in ensuring that MTSS is being implemented with fidelity consistently across grade levels and communicate with parents regarding school based MTSS plans. Provides support and guidance to teachers in Grades K-5 focused on Math planning and instruction. Provides professional development and technical assistance to teachers.
Morgan, Hope	Reading Coach	The Instructional Coach/Reading Coach will provide guidance of effective instructional strategies through professional developments, observing instructional delivery, providing actionable feedback, and coaching to teachers. She will facilitate data collection, and assist with data analysis for Tier I, II, and III. She will assist in ensuring that MTSS is being implemented with fidelity consistently across grade levels and communicate with parents regarding school based MTSS
Browning, Mallory	Reading Coach	The Instructional Coach/Reading Coach will provide guidance of effective instructional strategies through professional developments, observing instructional delivery, providing actionable feedback, and coaching to teachers. She will facilitate data collection, and assist with data analysis for Tier I, II, and III. She will assist in ensuring that MTSS is being implemented with fidelity consistently across grade levels and communicate with parents regarding school based MTSS.
Maramba, Angelica	School Counselor	The School Counselor supports the vision and mission of DCPS/TLAE and the school principal. She provides support for healthy, emotional, and social development strategies and programs. She provides student discipline support to teachers and supports

Name	Position Title	Job Duties and Responsibilities
		students through intervention groups. The counselor collaborates with staff to ensure students' needs are being met and school improvement goals are addressed The Guidance Counselor will provide support to students and staff concerning mental health issues. She will monitor the early warning signs of all students and assist with monthly meetings to discuss students at risk.
Kobylarz, Karen	Teacher, ESE	The Lead ESE teacher is responsible for participating in MTSS, CPST, and providing professional development to staff in all areas of Exceptional Student Education. She is trained in the Seeing Stars curriculum and serves as a resource for all faculty, staff, and families.
Williams, Danielle	Math Coach	The Instructional Coach/Math Coach will provide guidance of effective instructional strategies through professional developments, observing instructional delivery, providing actionable feedback, and coaching to teachers. He will facilitate data collection, and assist with data analysis for Tier I, II, and III. He will assist in ensuring that MTSS is being implemented with fidelity consistently across grade levels and communicate with parents regarding school based MTSS plans. Provides support and guidance to teachers in Grades K-5 focused on Math planning and instruction. Provides professional development and technical assistance to teachers.
Campbell, Monifa	Assistant Principal	Ms. Campbell fosters a positive climate and safe environment that promotes academic growth through continued collaboration and progress monitoring. She collaborates with all stakeholders to make sure students social and emotional well-being is a top priority. Ms. Campbell monitors and supports high quality instruction through building teacher capacity while conducting observations with actionable feedback. Ms. Campbell ensures that the school-based team is implementing MTSS procedures and following state statute.

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.

At Twin Lakes Academy Elementary School, we involve our stakeholders in the SIP development process through the School Advisory Council. Our SAC meets monthly to discuss the overall health of the school and to address areas of improvement identified by administration, faculty, parents, students, and community members.

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

The school leadership team will meet regularly to analyze data from various assessments, including state and district assessments, of all subgroups. After analyzing this data, the leadership team will create systems to provide intervention and/or enrichment to identified students.

The 2023-2024 4-Step Plan will be created and constantly monitored by the School Leadership Team along with the faculty to analyze student progress for learning gains and/or proficiency.

The school leadership team will leverage the faculty in monitoring students that fall into the categories of the SIP during Admin Common Planning. These conversations will revolve around classroom data analysis and progress towards proficiency on the state benchmarks.

Administration will report out to SAC during the Principal's Report on the health of the school, including how students in our subgroups are performing on state and district assessments. The administration team will also provide updates on student achievement as it relates to our SIP goals.

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	75%
2022-23 Economically Disadvantaged (FRL) Rate	83%
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) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B

	2018-19: B
	2017-18: B
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	64	64	41	53	49	49	0	0	0	320
One or more suspensions		1	2	0	2	5	9	0	0	0	19
Course failure in English Language Arts (ELA)	3	2	1	4	0	0	0	0	0	10
Course failure in Math	0	2	0	0	0	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	55	47	65	0	0	0	167
Level 1 on statewide Math assessment	0	0	0	46	40	74	0	0	0	160
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	67	72	61	86	124	0	0	0	414

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	106	126	99	115	119	137	0	0	0	702

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	3	2	1	4	0	0	0	0	0	10
Students retained two or more times	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	3	64	45	46	40	40	0	0	0	238
One or more suspensions	3	9	0	1	1	1	0	0	0	15
Course failure in ELA	2	3	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	10	25	57	0	0	0	92
Level 1 on statewide Math assessment	0	0	0	9	27	62	0	0	0	98
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	25	48	65	0	0	0	0	0	140

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	30	45	56	20	52	0	0	0	206

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	9	0	10	0	1	0	0	0	23
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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	3	64	45	46	40	40	0	0	0	238
One or more suspensions	3	9	0	1	1	1	0	0	0	15
Course failure in ELA	2	3	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	10	25	57	0	0	0	92
Level 1 on statewide Math assessment	0	0	0	9	27	62	0	0	0	98
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	25	48	65	0	0	0	0	0	140

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	30	45	56	20	52	0	0	0	206

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	3	9	0	10	0	1	0	0	0	23
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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*	40	48	53	44	50	56	45		
ELA Learning Gains				49			54		
ELA Lowest 25th Percentile				50			48		
Math Achievement*	51	58	59	49	48	50	45		
Math Learning Gains				50			38		
Math Lowest 25th Percentile				53			29		
Science Achievement*	36	52	54	46	59	59	39		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress	37	54	59	50			31		

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	200
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	391
Total Components for the Federal Index	8
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	15	Yes	4	1
ELL	23	Yes	1	1
AMI				
ASN	83			
BLK	30	Yes	1	1
HSP	32	Yes	1	
MUL	68			
PAC				
WHT	56			

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%
FRL	34	Yes	1	

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	39	Yes	3	
ELL	45			
AMI				
ASN	75			
BLK	42			
HSP	45			
MUL	46			
PAC				
WHT	61			
FRL	44			

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	40			51			36					37
SWD	19			18			17				4	
ELL	17			31			25				5	37
AMI												
ASN	70			96							2	
BLK	28			39			20				4	
HSP	30			37			35				5	38
MUL	53			82							2	

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
PAC												
WHT	57			64			50				4	
FRL	35			42			28				5	33

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	44	49	50	49	50	53	46					50
SWD	25	41	50	32	47	47	30					
ELL	25	48	46	37	62							50
AMI												
ASN	64			86								
BLK	34	44	50	33	42	53	36					
HSP	36	56	42	42	53	45	33					50
MUL	42	40		63	40							
PAC												
WHT	61	50		69	59		67					
FRL	37	46	52	38	42	47	37					55

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	45	54	48	45	38	29	39					31
SWD	18	44		27	31		6					
ELL	22	32	20	32	37	27	22					31
AMI												
ASN	68	58		68	33		58					
BLK	37	49	40	30	30	10	31					
HSP	38	50	54	41	41	42	36					23
MUL	41			50								
PAC												
WHT	62	74		65	52		58					
FRL	42	49		41	31	15	33					70

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	36%	47%	-11%	54%	-18%
04	2023 - Spring	54%	50%	4%	58%	-4%
03	2023 - Spring	36%	46%	-10%	50%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	58%	59%	-1%	59%	-1%
04	2023 - Spring	62%	58%	4%	61%	1%
05	2023 - Spring	35%	52%	-17%	55%	-20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	31%	48%	-17%	51%	-20%

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.

Our SWD subgroup showed the lowest performance with 25% ELA Achievement and 32% Math Achievement. There are several factors that contributed to this subgroup's low performance including attendance, high mobility, and IEP goals that are too broad.

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

Our FRL subgroup declined the most in overall ELA achievement from the previous school, dropping from 42% to 37% overall ELA achievement. This subgroups also declined in overall Math achievement,

going from 41% to 38%. The factors that contributed to this decline include attendance rates, high mobility of students, and a lack differentiated, small group instruction.

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.

N/A

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

Even though our SWD's are our lowest subgroup and our focus on our 2023-2024 SIP, they showed the most improvement by increasing overall ELA achievement from 18% to 25% and also increasing overall Math achievement from 27% to 32%. We placed an increased focus on small group instruction with our VE and General Education teachers as it relates to SWDs.

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

Attendance

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

1. Attendance
2. Small Group Instruction
3. Concise IEP goals
4. Professional Development for VE/Inclusion Teachers

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.

Our focus for the 2023-2024 school year will be on improving student attendance. Our rationale for this focus is in the 2022-2023 school year, 36% of our school population missed more than 10% of school year. If students attend school more regularly, then student achievement will increase.

Our SWDs subgroup has 29% of identified SWD missing more than 10% of school. This significantly impacts over achievement for SWD.

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

The percentage of students who have missed more than 10% of school will decrease in the 2023-2024 school year from 36% to 25%.

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

Attendance will be monitored monthly by the Leadership Team and the AIT team by pulling attendance data from our student information system.

Person responsible for monitoring outcome:

Julie Ehrenberg (guernonj@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.)

Incentives - Students who meet the attendance expectation each week will earn an Attendance PAW. These PAWS can be saved and spent in the school store.

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

School communities can send a clear message that going to school every day is a priority by providing regular recognition and incentives to students and families who have good and improved attendance.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Attendance data will be monitored monthly by the Leadership/AIT Team. This data will be placed on a bulletin board in a common area of the school for everyone to see, including parents and community members. The grade level with the best attendance rate for the month will be named the winner and highlighted on the morning announcements.

Person Responsible: Julie Ehrenberg (guernonj@duvalschools.org)

By When: Attendance data for the previous month will be analyzed by the end of the first week of the following month.

Attendance PAWS will be given to students weekly if they meet the attendance schoolwide expectation implemented by our PBIS team.

Person Responsible: Julie Ehrenberg (guernonj@duvalschools.org)

By When: Students will earn PAWS weekly and be able to spend them monthly in the school store. Leadership will monitor the spending of PAWS monthly to ensure all teachers are participating.

Monthly newsletter will be sent home to parents that includes why attendance is important and will highlight grade level attendance winners.

Person Responsible: Julie Ehrenberg (guernonj@duvalschools.org)

By When: Monthly

Literature on why attendance is important and relates to student achievement will be placed in our Parent Resource Room for parents to take home.

Person Responsible: Julie Ehrenberg (guernonj@duvalschools.org)

By When: Monthly

#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.

Our SWD fell below the federal index which makes this subgroup a high priority for our school. We are currently sitting at 39% of the Federal Points Index and have fallen below the threshold for 3 consecutive years in this subgroup.

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

By 2023-2024 increase the overall Federal Index for Students with Disabilities from 39% to 41%.

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

Quarterly monitoring of grades and attendance. Quarterly data chats with teachers focusing on progress of reaching IEP goals, formative/summative assessments, and classroom performance. The administrative team will check for fidelity of differentiated small group instruction, ensure that all IEPs are updated and reevaluated, and progress monitor data on these students at the end of each quarter.

Person responsible for monitoring outcome:

Julie Ehrenberg (guernonj@duvalschools.org)

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

We will utilize the inclusion model for SWD which allows us to provide targeted instruction by both a general education teacher and a VE teacher, but also give flexibility to our VE teachers to also use a pull-out model to work intensely on student's IEP goals.

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

Providing SWD the extra support of push-in and pull-out services by a VE teacher allows these students to receive intensive intervention to bridge the gap between their current academic abilities to grade level expectations.

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.

Professional Development on the Inclusion Model for all Inclusion general education teachers and VE teachers.

Person Responsible: Julie Ehrenberg (guernonj@duvalschools.org)

By When: November 2023

Quarterly Data Chats with the Inclusion teacher and VE teacher together to discuss student progress in the Gen Ed Classroom and the VE classroom.

Person Responsible: Julie Ehrenberg (guernonj@duvalschools.org)

By When: Quarterly

Classroom walkthroughs and Lesson Plan Checks - theses tools will allow all administration to monitor IEP goals being implemented with fidelity.

Person Responsible: Julie Ehrenberg (guernonj@duvalschools.org)

By When: Weekly

#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.

Our overall 22-23 ELA achievement for grades 3-5 was 44%. Specifically, 3rd and 5th grade achievement both declined 8 percentage points from the previous school year.

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

By the end of the 2023-2024 school year we will increase overall ELA achievement from 44% to 50%.

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

The administration team will monitor quarterly grades with general education teachers through the use of data chats. These data chats will also include the monitoring of state and district assessments. The administration team will also monitor fidelity of differentiated, small group instruction through the use of the Benchmark Walkthrough Tool.

Person responsible for monitoring outcome:

Julie Ehrenberg (guernonj@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.)

Data Driven Lesson Planning: Understanding where students are with mastery of benchmarks, using data from informal and formal assessments, planning clear objectives, implementation and checking for understanding when lesson planning. Lesson plans should include Tier I and Tier 2 supports.

Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier 2 support is given. Not all students are on the same level, but all benchmarks are mastered. Small group instruction will allow teachers to meet students at their level to support their needs.

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

Data Driven Lesson Planning: Data driven lesson planning ensures that lesson plans are aligned to student needs and state benchmarks. Tier I and Tier 2 supports lay the foundation for rigorous instruction through the use of anchor charts, journals, graphic organizers, guided notes, and technology-enhanced instruction.

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners.

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.

Admin Common Planning - Administrators will meet with grade level content areas biweekly to monitor and plan aligned lessons.

Person Responsible: Amanda Stoker (stokera@duvalschools.org)

By When: Ongoing, biweekly meetings throughout the 23-24 school year.

Benchmark Walkthroughs - Administration will conduct their weekly benchmark walkthroughs to ensure aligned lessons are being delivered and small group instruction is occurring. Administration will provide feedback to teachers from the Benchmark Walkthroughs.

Person Responsible: Julie Ehrenberg (guernonj@duvalschools.org)

By When: Ongoing throughout the 23-24 school year.

Data Chats - Administration will conduct data chats with teachers to monitor student progress on various district and state assessments.

Person Responsible: Julie Ehrenberg (guernonj@duvalschools.org)

By When: Ongoing throughout the 23-24 school year.

Our school based reading interventionists will support teachers through coaching cycles, lesson planning, mentoring, and working with small groups of students.

Person Responsible: Julie Ehrenberg (guernonj@duvalschools.org)

By When: Ongoing throughout the 23-24 school year.

#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.

Our overall 22-23 Science achievement for grade 5 was 36%. This year we saw a ten percentage point decline.

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

Our goal is to increase Science achievement to 46%.

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

The administration team will monitor quarterly grades with general education teachers through the use of data chats. These data chats will also include the monitoring of state and district assessments. The administration team will also monitor the fidelity of Science instruction and aligned investigations.

Person responsible for monitoring outcome:

Julie Ehrenberg (guernonj@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.)

Tier I Supports: Tier I Supports lay the foundation for rigorous instruction through the use of anchor charts, journals, graphic organizers, guided notes, and technology-enhanced instruction.

Aligned Investigations: Aligned investigations support the state benchmarks through the use of hands-on experimentation and other labs.

The Cathedral Arts Program - Arts Integration will coordinate with our 5th grade Science teachers to plan 30 weeks of arts instruction that focus on state Science standards.

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

Tier I supports provide the differentiation and scaffolding needed to address the wide variety of needs and skill levels evident in every classroom.

Aligned investigations allow for students to use all modalities of learning to understand concepts and real-world experiences.

The Cathedral Arts Program is a research-based arts integration program that has proven success in raising students standardized test scores.

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.

Admin Common Planning - Administrators will meet with grade level content areas biweekly to monitor and plan aligned lessons.

Person Responsible: Julie Ehrenberg (guernonj@duvalschools.org)

By When: Ongoing, biweekly meetings throughout the 23-24 school year.

Benchmark Walkthroughs - Administration will conduct their weekly benchmark walkthroughs to ensure aligned lessons and investigations are being delivered. Administration will provide feedback to teachers from the Benchmark Walkthroughs.

Person Responsible: [no one identified]

By When: Ongoing throughout the 23-24 school year.

Data Chats - Administration will conduct data chats with teachers to monitor student progress on various district and state assessments.

Person Responsible: Julie Ehrenberg (guernonj@duvalschools.org)

By When: Ongoing throughout the 23-24 school year.

#5. Instructional Practice specifically relating to Math

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.

For the 22-23 school year, our 5th grade Math achievement was 35%. This was a decrease of 16 percentage points from the previous school year.

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

By the end of the 2023-2024 school year we will increase 5th grade Math achievement from 35% to 45%.

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

The administration team will monitor quarterly grades with general education teachers through the use of data chats. These data chats will also include the monitoring of state and district assessments. The administration team will also monitor fidelity of differentiated, small group instruction through the use of the Benchmark Walkthrough Tool.

Person responsible for monitoring outcome:

Monifa Campbell (jonesm13@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.)

Data Driven Lesson Planning: Understanding where students are with mastery of benchmarks, using data from informal and formal assessments, planning clear objectives, implementation and checking for understanding when lesson planning. Lesson plans should include Tier I and Tier 2 supports.

Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier 2 support is given. Not all students are on the same level, but all benchmarks are mastered. Small group instruction will allow teachers to meet students at their level to support their needs.

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

Data Driven Lesson Planning: Data driven lesson planning ensures that lesson plans are aligned to student needs and state benchmarks. Tier I and Tier 2 supports lay the foundation for rigorous instruction through the use of anchor charts, journals, graphic organizers, guided notes, and technology-enhanced instruction.

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners.

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.

Admin Common Planning - Administrators will meet with grade level content areas biweekly to monitor and plan aligned lessons.

Person Responsible: Monifa Campbell (jonesm13@duvalschools.org)

By When: Ongoing throughout the 23-24 school year.

Benchmark Walkthroughs - Administration will conduct their weekly benchmark walkthroughs to ensure aligned lessons are being delivered and small group instruction is occurring. Administration will provide feedback to teachers from the Benchmark Walkthroughs.

Person Responsible: Julie Ehrenberg (guernonj@duvalschools.org)

By When: Ongoing throughout the 23-24 school year.

Data Chats - Administration will conduct data chats with teachers to monitor student progress on various district and state assessments.

Person Responsible: Julie Ehrenberg (guernonj@duvalschools.org)

By When: Ongoing throughout the 23-24 school year.

Our school based math interventionists will support teachers through coaching cycles, lesson planning, mentoring, and working with small groups of students.

Person Responsible: Julie Ehrenberg (guernonj@duvalschools.org)

By When: Ongoing throughout the 23-24 school year.

A supplemental math program called Acaletics will be used daily in every 5th grade math classroom as a built in Tier I support.

Person Responsible: Monifa Campbell (jonesm13@duvalschools.org)

By When: Ongoing throughout the 23-24 school year.

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).

Duval County Public Schools has a tiered system of support to align interventions for CSI, TSI and ATSI schools. The first tier of support begins with the Superintendent's cabinet of executive leaders who represent all district departments (Human Resources, Academic Services, Division of Schools, Operations, Finance, Technology, etc.). At a minimum, this team meets on a weekly basis to develop, monitor, and implement the district's strategic plan initiatives. The next level of the tier branches out with the Chief of Schools who oversees the district's Division of Schools. Schools are divided by region (Elementary, Middle, High, and Turnaround/Fragile (ISI Region). Each region has a Regional Superintendent, Executive Directors, and Content Area Specialists who work to ensure that the support is aligned and implemented.

Ensuring adequate funding, resources, and support is available to CSI, TSI and ATSI schools is a driver for district-wide collaboration. To accomplish this, the Division of Schools works with multiple district departments to further tier support for CSI, TSI and ATSI schools.

This support includes but is not limited to the following:

>Academic Services provides curriculum support and additional content specialists for schools. Academic Services also oversees our district professional development department and coordinates professional development for instructional and non-instructional personnel.

>Title I – Coordinates the use of funds to best support the barriers that research has shown negatively impacts disadvantaged students. In addition, Title I provides professional development to teachers to improve their pedagogy.

>The Division of Schools conducts school visits that include instructional reviews and instructional walks. These visits occur on a weekly basis and serve as an opportunity to observe instructional delivery, student learning, and provide feedback to school staff.

>Finance – Finance provides the funds to provide resources and the personnel needed to address individual school needs.

>Human Resources – Human Resources works to recruit quality personnel for our most needy schools. This includes a dedicated staffing team to our Turnaround School Region (ISI), priority hiring, and monitoring teacher VAM rating percentage by school. They also work with unions to collective bargain memorandums of understanding that provide for incentives, professional development, and additional strategies to address school needs.

Though the above examples are not comprehensive of all support provided to School Improvement schools, they do provide a snapshot of the layers of support that are available and used to improve student outcomes. Through this layered approach, the district's team along with each school's academic leadership team, teachers, staff, parents, and other stakeholders collaborate on methods of improvement and monitor implementation on a continuous basis.

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 2022-2023 FAST PM data in grades K-2, ELA was identified as a critical need. Our K-2 reading proficiency data stands at 55% for Kindergarten, 57% for first grade, and 44% for second grade. These percentages show that our students need direct instruction in foundational reading skills (phonemic awareness, phonics, and fluency) so that they can become more proficient readers.

To address this area of need, TLAE will be implementing a new Tier I literacy program focused on foundational reading skills called UFLI in all K-2 reading classrooms. This program is based on the Science of Reading and is designed to explicitly teach students how to read.

Addressing this need at TLAE will have a lasting impact on other subject areas and grade levels as we continue to promote a strong foundation in reading. Students oral reading confidence will increase which will allow students to focus on more complex reading skills as they get older.

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

Based on 2022-2023 FAST PM data in grades 3-5, ELA was identified as a critical need. Our 3-5 reading proficiency data stands at 36% for third grade, 56% for fourth grade, and 36% for fifth grade. These percentages show that our students need remediation in foundational reading skills (phonemic awareness, phonics, and fluency) so that they can begin to to focus on more complex reading skills including vocabulary and comprehension.

To address this area of need, TLAE will be implementing UFLI Intervention in grades 3-5 for students who are still struggling with foundational reading skills, as well as, ensuring that data-based teacher-led small groups are being conducted daily focusing on the ELA needs of each student.

Addressing this need at TLAE will have a lasting impact on other subjects and grade levels where reading comprehension is an element of being successful.

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

Based on 22-23 FAST PM 3 data, Twin Lakes Academy Elementary will increase the amount of proficient Kindergarten students from 55% to 65% on the 23-24 FAST PM 3 assessment.

Based on 22-23 FAST PM 3 data, Twin Lakes Academy Elementary will increase the amount of proficient first grade students from 57% to 67% on the 23-24 FAST PM 3 assessment.

Based on 22-23 FAST PM 3 data, Twin Lakes Academy Elementary will increase the amount of proficient second grade students from 44% to 54% on the 23-24 FAST PM 3 assessment.

Grades 3-5 Measurable Outcomes

Based on the 22-23 FAST PM 3 data, Twin Lakes Academy Elementary will increase the amount of proficient third grade students from 36% to 46% on the 23-24 FAST PM 3 assessment.

Based on the 22-23 FAST PM 3 data, Twin Lakes Academy Elementary will increase the amount of proficient fourth grade students from 56% to 66% on the 23-24 FAST PM 3 assessment.

Based on the 22-23 FAST PM 3 data, Twin Lakes Academy Elementary will increase the amount of proficient fifth grade students from 36% to 46% on the 23-24 FAST PM 3 assessment.

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 UFLI instruction in grades K-5 (Tier I whole group in K-2 and small group remediation in 3-5) will be monitored by our school's administration and reading interventionists. We will meet bi-weekly with all reading teachers in Admin Common Planning to discuss implementation, lesson planning, and progress monitoring. School administrators will conduct classroom walkthroughs during designated UFLI teaching times and small group remediation to monitor fidelity of instruction.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Ehrenberg , Julie, guernonj@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?

The UFLI program is based on the Science of Reading (strong evidence based) and was designed by academics at the University of Florida Literacy Institute. This program has been adopted district-wide in Duval County Public Schools as a Tier I foundational reading program for all K-2 classrooms and for remediation in grades 3-5. It is embedded into our district's K-12 Comprehensive Evidence-based Reading Plan and it aligned to B.E.S.T. ELA Standards in grades K-5.

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?

Students at Twin Lakes Academy Elementary school are struggling readers. They need direct instruction in foundational reading skills so that they have the tools and strategies to read and comprehend complex text. The UFLI program is designed to get students reading through their scaffolded lessons in foundational reading skills.

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
All ELA teachers in grades K-5 will receive intensive professional development on implementing the UFLI program. K-2 teachers will learn how to implement the program whole group while 3-5 teachers will learn how to implement the program in remedial small groups.	Stoker, Amanda, stokera@duvalschools.org
K-2 teachers will implement the UFLI program as a Tier I core curriculum piece.	Ehrenberg , Julie, guernonj@duvalschools.org
Teachers in grades 3-5 will analyze their beginning of year data to determine which students need to have remedial instruction in UFLI in small groups.	Stoker, Amanda, stokera@duvalschools.org
Teachers in grades 3-5 will implement UFLI in small groups with continuous progress monitoring.	Stoker, Amanda, stokera@duvalschools.org
Our reading interventionists will be available to model and coach teachers who are struggling with program implementation of UFLI.	Ehrenberg , Julie, guernonj@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.

The SIP will be introduced at the Annual Title I meeting held in August with all school stakeholders. The leadership team will go through the goals of the school and what action steps will be taken to achieve them. Throughout the year, the leadership team will update all stakeholders on the progress towards achieving the SIP goals through other parent meetings including SAC meetings and other Title I parent meetings. The faculty and staff will continue to be updated on the progress of our goals through data

chats, common planning, and faculty meetings.

Copies of the SIP will be made available in the Parent Resource Room at school in multiple languages. Links to the SIP will be made available on the school's website at https://dcps.duvalschools.org/Page/30465.

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))

TLAE plans to build positive relationships with all stakeholders through various events at school including Family Nights, SAC meetings, PTA meetings, performances, volunteer opportunities, and field trips. Families are encouraged to schedule parent conferences with teachers to discuss academic progress and to review and sign the School Parent Compact.

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))

TLAE plans to strengthen the academic program of the school by focusing on home-school connections. These connections will help to increase student attendance, which is a priority for this school year. All teachers are expected to conference with all families throughout the course of the year and to review the School Parent Compact which outlines the roles and responsibilities of the school, the parents, and the students. Parents are always welcomed in the building to volunteer.

The VE program at TLAE will be monitored closely by the Leadership Team as it works to strengthen the fidelity in which IEP goals are being taught. These students need explicit small group instruction in remedial skills to help bridge the gap between their current academic functioning and grade level expectations.

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))

Twin Lakes Academy Elementary School is implementing the supplemental Title I, Part A grant project. The activities in the Title I Schoolwide and Parent and Family Engagement plan were derived based on a Comprehensive Needs Assessment Process involving internal and external stakeholders. The Title I Schoolwide and Parent and Family Engagement Budgets include activities reflecting the use of funds and a rationale for each activity. Email title1@duvalschools.org for the school's Title I Schoolwide budget or Parent and Family Engagement plan and budget.