Pine Estates Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Pine Estates Elementary School

10741 PINE ESTATES RD E, Jacksonville, FL 32218

http://www.duvalschools.org/pineestates

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.

Pine Estates Elementary School in partnership with families and the community will provide quality educational opportunities that will inspire students to learn while motivating them to become life-long learners.

Provide the school's vision statement.

The faculty and staff of Pine Estates Elementary School are committed to providing a safe and nurturing environment where all students can meet or exceed academic standards.

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
Quarles, Michelle	Principal	Provides a common vision and mission for Pine Estates Elementary School through the use of data based decision-making; monitors the school-based team to ensure that a Multi-Tiered System of Supports and RTI is implemented; conducts assessment of RTI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support a Multi-Tiered System of supports and RTI implementation; and communicates with parents regarding school-based Safety Nets, RTI plans and activities.
Hill, LaSha	Assistant Principal	Supports a common vision for the use of data based decision-making; monitors the school-based team to ensure that a Multi-Tiered System of Supports and RTI is implemented; conducts assessment of RTI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support a Multi-Tiered System of supports and RTI implementation; and communicates with parents regarding school-based Safety Nets, RTI plans and activities.
Bracero, Linnette	School Counselor	Supports a common vision and mission for Pine Estates Elementary School through facilitating the implementation of Multi-tiered supports to students. Uses data based decision-making; works closely with the school-based team to ensure that a Multi-Tiered System of supports is implemented with fidelity. Supports research based interventions, assist with the RTI process and support to enhance the skills of school staff; ensures implementation of intervention support and documentation requirements; helps to facilitate adequate professional development to support a Multi-Tiered System of Supports and RTI implementation; and communicates with parents regarding school-based the MRT and RTI plans and activities. Facilitates AIT (Attendance) meetings, works collaboratively with the school therapist to support the needs of students, and facilitates the character education program and school-based initiatives to improve climate and culture.
Pieter-Lockett, Sharita	Teacher, K-12	Reading Interventionist – Provides explicit instructional support in the area of language arts for students falling below grade level, within the Bottom Quartile or scoring a level 1 or 2 on the FAST Reading Assessment. Responsibilities include the following: pushing-in to classes, facilitating small group/ guided reading instruction, and pull-out instruction to provide an additional 30 - 60 minutes of daily remediation in reading. The Reading Interventionist will work to increase proficiency and achievement with students not meeting mastery in language arts.
Herring, Roger	Teacher, K-12	Math Interventionist – Provides explicit instructional support in the area of mathematics for students falling below grade level, within the Bottom Quartile or scoring a level 1 or 2 on the FAST Math Assessment. Responsibilities include the following: pushing-in to classes, facilitating small group math instruction, and pull-out instruction to provide an additional 30 - 60 minutes of daily remediation in mathematics. The Math Interventionist will work to increase proficiency and achievement with students not meeting mastery in mathematics. .

Name	Position Title	Job Duties and Responsibilities
	Teacher, ESE	Supports a common vision and mission for Pine Estates Elementary School through providing explicit and differentiated instruction to meet the individual needs of SWD students. Responsibilities include the following: pushing-in to classes to support daily instruction, facilitating small group and pull-out instruction based upon individual student IEP goals, uses data based decision-making to closely monitor student progress, collaborates and works closely with teachers to plan instruction, analyze student performance data and development and support IEP goals, communicates with parents regarding student progress, development of IEP's as well as the supports the MRT process and activities.

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.

Multiple opportunities are provided to stakeholders to ensure that they have input in the development, monitoring, and analysis of our School Improvement Plan goals and objectives. Stakeholder's include the school leadership team, school staff, parents, students, community leaders, business and faith based partners.

At the beginning of each school year, the principal meets with the stakeholder's by conducting a State of the School presentation. This information is shared during pre-planning with faculty and staff, in August with the School Advisory Council (SAC), community and faith based partners. An Annual Title I Meeting is also held with parent and families to gain input on our Parent and Family Engagement Plan, budget, and parent workshops. The presentation provides an overview and analysis of our academic progress and school grade that is aligned with the Florida Department of Education School Accountability Report. The presentation focuses on the the following areas:

1. Overview and history of the school grade
2. An analysis of the academic performance of students meeting high standards in language arts, math, writing,
and science
3. An analysis of and progress of students making learning gains in reading and math
4. An analysis of students in the Lowest Performing Quartile making learning gains in reading and math
5. An analysis of the progress of our ESSA subgroups
6. A review of our school climate that includes parent, student, and teacher surveys

Stakeholder's are then invited to participate in evaluating the School Improvement Plan goals and strategies related to the following areas:
1. Needs Assessment/Data Review
2. Development of the strategic focus and targeted areas for improvement
3. Strategies for improvement
4. Review of the Vision and Mission
5. Focus for professional development
6. Use of the School Improvement Funding
7. Development of the PFEP, Parent Compact, and workshops

On-going opportunities to discuss continuous goals and objectives for school improvement are implemented through the following:

Monthly SAC Meetings
Monthly Shared Decision Making Meetings with faculty and staff
Annual Title I Meeting
Annual Title I Developmental Meeting
Mid-year Stakeholder's Meeting
Weekly Leadership Team Meetings

During these meetings, stakeholders are provided with the opportunity to review the School Improvement Plan goals and strategies and provide input regarding areas of strength, areas that need improvement, and next steps to meet our goals and objectives.

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))

School Improvement is an on-going process. As a result, our team will consistently monitor our goals and instructional strategies to ensure that the plan is implemented with fidelity. We will also assess our plan to ensure students are making adequate progress and learning gains based upon the State benchmarks. Our monitoring system includes reviewing and analyzing data from the State PM's , DM's 1-3,and Instructional Focus Assessments to identify strengths and areas of improvement. The SIP will goals and strategies will be adjusted based upon trends as well as the triangulation of data to ensure continuous improvement. We will also host, data chats, School Advisory Committee meetings, Leadership Team and Shared Decision Team meetings as well as the Stakeholder's Mid-year review to ensure that stakeholder's are provided with an opportunity to provide feedback on our SIP.

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	89%
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)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)

(subgroups below the federal threshold are identified with an asterisk)	Hispanic Students (HSP)* Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	20	17	14	22	19	0	0	0	92
One or more suspensions	1	0	2	0	2	1	0	0	0	6
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	1	17	18	0	0	0	36
Level 1 on statewide Math assessment	0	0	0	1	18	17	0	0	0	36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	16	24	21	0	0	0	0	0	61
	0	0	0	0	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									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	7	15	9	17	16	0	0	0	64

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

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

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	0	12	7	17	10	14	0	0	0	60
One or more suspensions	0	2	0	1	1	1	0	0	0	5
Course failure in ELA	0	1	0	1	0	1	0	0	0	3
Course failure in Math	0	1	0	0	0	1	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	0	16	12	0	0	0	28
Level 1 on statewide Math assessment	0	0	0	1	12	12	0	0	0	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	10	12	17	0	0	0	0	0	39

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	0	9	13	16	13	9	0	0	0	60

The number of students identified retained:

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

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	0	12	7	17	10	14	0	0	0	60
One or more suspensions	0	2	0	1	1	1	0	0	0	5
Course failure in ELA	0	1	0	1	0	1	0	0	0	3
Course failure in Math	0	1	0	0	0	1	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	0	16	12	0	0	0	28
Level 1 on statewide Math assessment	0	0	0	1	12	12	0	0	0	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	10	12	17	0	0	0	0	0	39

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	0	9	13	16	13	9	0	0	0	60

The number of students identified retained:

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

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*	33	48	53	33	50	56	25		
ELA Learning Gains				58			38		
ELA Lowest 25th Percentile				40					
Math Achievement*	45	58	59	49	48	50	39		
Math Learning Gains				65			55		
Math Lowest 25th Percentile				53					
Science Achievement*	43	52	54	34	59	59	15		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		54	59	60			40		

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	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	157
Total Components for the Federal Index	4
Percent Tested	99
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	3
Total Points Earned for the Federal Index	392
Total Components for the Federal Index	8
Percent Tested	99
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	16	Yes	4	1
ELL	23	Yes	2	1
AMI				
ASN				
BLK	44			
HSP	25	Yes	2	1
MUL				
PAC				
WHT				

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	43			

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	32	Yes	1	
AMI				
ASN				
BLK	44			
HSP	38	Yes	1	
MUL				
PAC				
WHT				
FRL	46			

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	33			45			43					
SWD	16			16							2	
ELL	18			27							2	
AMI												
ASN												
BLK	35			53			48				4	
HSP	25			25							2	
MUL												

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												
FRL	35			49			50				4	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	33	58	40	49	65	53	34					60
SWD	17	42		28	67							
ELL	9			27								60
AMI												
ASN												
BLK	34	55	36	48	65	46	26					
HSP	15			38								62
MUL												
PAC												
WHT												
FRL	32	56	36	48	65	50	33					

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	25	38		39	55		15					40
SWD	14			10								
ELL												40
AMI												
ASN												
BLK	24	36		35	52		12					
HSP												36
MUL												
PAC												
WHT												
FRL	26	31		42	65		12					

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	32%	47%	-15%	54%	-22%
04	2023 - Spring	38%	50%	-12%	58%	-20%
03	2023 - Spring	24%	46%	-22%	50%	-26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	37%	59%	-22%	59%	-22%
04	2023 - Spring	44%	58%	-14%	61%	-17%
05	2023 - Spring	48%	52%	-4%	55%	-7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	40%	48%	-8%	51%	-11%

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.

Based upon the District PMA 3 and the F.A.S.T PM3, English Language Arts (ELA) proficiency showed the lowest performance.

Data from the District PM 1 to PM 3, showed a 17% increase in ELA proficiency from 16% to 33%. In addition, the F.A.S.T. ELA PM 3 resulted in 34% of students being proficient. However, the overall ELA proficiency levels remains stagnant from 2021-2022 to 2022-2023, with only a 1% increase from 33% to 34%. .

Therefore, we must place a continued focus on increasing student learning gains and proficiency in ELA,

specifically in third and fourth grades this year.
3rd - 30% with the lowest proficiency levels. However, had a 21% increase from PM 1 to PM3.
4th - 35% with 29% growth from PM 1 to PM3.
5th - 35% with a 1% drop from PM 1 to PM 3.

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

Based upon the District Math PMA 3 and the F.A.S.T. Math PM3, Math showed the greatest decline from the previous year.

Data from the PM1 to PM 3, showed a 40% increase in Math proficiency from 5% to 45%. However, the overall Math proficiency levels on the F.A.S.T showed a decrease of 2% from 49% in 2021-2022.to 47% in 2022-2023.

There is a need to ensure stability with each grade level and focus on increasing learning gains and proficiency 3rd and 4th grades this year.
3rd - 39% with the lowest proficiency levels. However, had a 36% increase from PM 1 to PM3.
4th - 45% with 43% growth from PM 1 to PM3.
5th - 52% with a 40% increase from PM 1 to PM 3.

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.

Language Arts has the greatest gap when compared to the state average. Factors that contribute to this gap include student understanding and acquisition of the components of reading and foundational skills, specifically in third grade which had the lowest proficiency level of 24%. Additionally, more than 60% of all first (25%) and second grade (28%) students in language arts were below grade level. Although we showed a 1% point increase in language arts, this is still far below that of the District and State averages.

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

Based on the state assessment, Science proficiency levels showed to most improvement. Our science proficiency levels increased from 34% in 2021-2022 to 45% in 2022-2023. This is a 11% increase in science proficiency levels.

To ensure that our science proficiency increased, we implemented the following:

Targeted instruction through small groups
Consistent science instruction across all grade levels
Instructional Focus Lesson and Assessments and analysis of student performance data
Data chats with teachers and students
Professional development session with District Specialists
After school tutoring

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

Two potentials areas of concern for Pine Estates include the following:
1. The percent of students who are substantially below grade level in reading. There were 16 first grade, 24 second grade students and 21 in third grade. There is a need to strengthen our core reading instruction to ensure that students are reading on grade level prior to transitioning to third grade.

2. The percent of students with attendance rates that are below 90%. There were 20 first grade, 17

second grade, 14 third grade, 22 fourth grade, and 19 fifth grade students with chronic absenteeism. Student attendance directly correlates to decreased academic performance. Therefore, there is a need to monitor attendance and implement effective strategies to work with parents and students to decrease the percentage of students with chronic attendance.

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

1. English Language Arts Proficiency
2. Math Proficiency
3. Learning Gains for all ESSA Subgroups in ELA and Math
4. Science

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.

There were 73 students with attendance less than 90%. In addition, there were 64 students with two or more Early Warning indicators.

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

Decrease the number of students with two or more Early Warning Indicators by 10% from 64 to 58.
Decrease the number of students with attendance below 90% by 10% from 73 to 66.

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

Student attendance records
AIT Meeting Agenda and Meeting Outcomes
Referral Data
Student Grades
Referrals to Hazel Health
Threat Assessment Data

Person responsible for monitoring outcome:

LaSha Hill (carterl2@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.)

Implement PBIS and maintain a positive school culture and system to identify Early Warning Indicators for students in order to decrease the number of students in need of targeted interventions.

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

Implementing PBIS along with best practices to identify and support students with Early Warning Indicators along with maintaining school-wide rituals and routines that promote a positive school culture and positive relationships will lead to a decrease in the percentage of students with two or more Early Warning Indicators.

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.

AIT meetings will be held monthly to work with parents to develop individual attendance plans to ensure that students are attending school consistently.

Person Responsible: Linnette Bracero (bracerotorresl@duvalschools.org)

By When: The implementation of the AIT meetings is on-going throughout the year. Meetings are held monthly from September 2023 through May 2024,

Administrators and the School Counselor will participate in the IERS Professional Development to support Involuntary De-escalation Strategies.

Person Responsible: LaSha Hill (carterl2@duvalschools.org)

By When: The assistant principal and school counselor will attend the IERS training in August of 2023 and implement strategies learned as needed through the school year.

Facilitate monthly Threat Assessment Team and SESIR Team Meetings to identify threats within our school and strategies to address these concerns

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

By When: On-going through out the school year. Meetings will be held monthly from August 2023 to June 2024.

We will identify students that are exhibiting early warning signs and are in need of targeted mental health interventions. The Hazel Health Coordinator will facilitate student referrals and appointments.

Person Responsible: Linnette Bracero (bracerotorresl@duvalschools.org)

By When: On-going August 2023 through June 2024.

The school counselor will work closely with our teachers, social worker and attendance officer to monitor students with chronic attendance. Student attendance will be closely monitored to ensure that they are consistently attending school each day.

Person Responsible: Linnette Bracero (bracerotorresl@duvalschools.org)

By When: On-going August 2023 through June 2024

Leadership team members will analyze student attendance, academic performance, and discipline data to identify students who exhibit Early Warning indicators and provide interventions, strategies and support.

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

By When: On-going August 2023 through May 2024.

The school counselor will meet with individuals and small groups to provide strategies for students to improve their academic performance, social skills, behavior, and attendance.

Person Responsible: Linnette Bracero (bracerotorresl@duvalschools.org)

By When: On-going August 2023 through May 2024.

Teachers will participate in professional development on how to implement RTI strategies. The RTI Team and teachers will meet bi-weekly to review student data and develop Tiered support and strategies based upon the needs of individual students and teachers.

Person Responsible: Linnette Bracero (bracerotorresl@duvalschools.org)

By When: On-going August 2023 through May 2024

A variety of activities will be used to promote Character Education including: Purchasing and using Books of the Month, school-wide assemblies, Red Ribbon Week, Student of the Month, Birthday Celebrations, and school-related activities. The Road Runner Store, Road Runner Bucks, incentives and rewards that promote and build character as well as a positive and safe school environment will be implemented. Monthly academic celebrations highlighting student performance on Freckle, I-Ready and Reading A to Z will be implemented.

Person Responsible: LaSha Hill (carterl2@duvalschools.org)

By When: On-going August 2023 through May 2024

The School Counselor will work collaboratively with teachers and conduct classroom lessons that support the implementation of Character Education. Lessons will incorporate the following: the Wellness

Wednesday Curriculum, Calm Classroom, Sanford Harmony, Learning for Life and Second Step to maintain and positive behavior interventions. Students who have maintained positive behavior and exemplified good citizenship will be recognized monthly through the Student of the Month Program.

Person Responsible: LaSha Hill (carterl2@duvalschools.org)

By When: On-going /august 2023 through May 2024

Teachers will utilize strategies from the professional development sessions on Restorative Practices, CHAMPS, Code of Conduct, and School-wide Rituals and Routines, Early Warning and Alert to develop a safe and support classroom environment. Administrators will conduct Focus Walks
to monitor the implementation of CHAMPS, Restorative Practices and School-wide Rituals and Routines.

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

By When: On-going August 2023 through May 2024

As a part of Title I Parent and Family Engagement, we will purchase and use make and take activities, parent brochures, parent newsletters from the Parent Institute along with Lending Libraries and academic resources and supplies to support parent workshops and parent night activities.

Person Responsible: Sharita Pieter-Lockett (pieter-los@duvalschools.org)

By When: On-going August 2023 through August 2024

Implement PBIS and Restorative Practices to promote a positive school culture.

Person Responsible: LaSha Hill (carterl2@duvalschools.org)

By When: On-going August 23 through May 2024

#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.

Performance data from the 2021-2022 ELA PMA 3 and 2023 FAST PM 3 results indicate that the overall performance levels of our ESSA Subgroups, specifically Economically Disadvantaged, African American, Hispanic, and Students with Disabilities were below 40%. Our overall proficiency rate was 34%. We are currently designated as an ATSI school. The subgroups results for the FAST PM 3 were as follows:
Students with Disabilities: 39%
ELL 32%
Hispanic 38%
Free and Reduced Lunch: 46%
Black/African American:44%

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

Increase the Overall Proficiency of our ESSA Subgroups (Multiple Subgroups) to 41%
based upon the Federal Index.
Increase the Achievement for Students with Disabilities from 39% to 40%.
Increase the ELA Achievement for ELL Students from to 32% to 40%.
Increase the ELA Achievement for Hispanic Students from 38% to 40%.
Increase the ELA Achievement for Free and Reduced Lunch Students from 46% to 40%
Increase the ELA Achievement for Black/African American Students from 44% to 40%.

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

Administrators will consistently monitor the implementation of the State Benchmarks and Instructional practices through on-going focus walks that include the use of the Benchmark Walk-through Tool
Review and analyze data from formal and informal assessments.
Review of whole and small group lesson plans
Meet with general education and V. E. Resource teachers to monitor student
performance
Review of interventionists and coaching logs
Administrators will monitor the implementation of the Safety Net and Interventions to
ensure they are implemented with fidelity.
Review and analysis of student work and performance data in mathematics and language arts.. (End of Unit Assessments, DMA Assessments, Instructional Focus Assessments, Freckle, STAR, Waterford, and IReady Assessments.
Review of implementation of the RTI process to include Tier 2 and 3 instruction and
strategies.

Person responsible for monitoring outcome:

Michelle Quarles (quarlesm@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.)

Teachers will utilize data to drive instruction and implement targeted RTI interventions and strategies for ESSA Subgroups that include tiered support through differentiated/small group instruction based upon individualized student needs.

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

Our 2022 - 2023 FAST data indicated that more than 65% of students are performing below grade level in language arts. Additionally, more than 53% of students are performing below grade level in mathematics. Based upon the FAST PM 3 data, our ESSA Subgroups are making gains but the gains are at a significantly slower rate of increase in language arts and math than the overall performance of other students. Therefore, we believe that by building teacher capacity in the areas of differentiated small group instruction along with the RTI process will increase the learning gains of students falling within our ESSA Subgroups.

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.

A Safety Net Schedule and plan will be developed with targeted times for remediation for Reading, Math and Science. Students will receive an additional 30 - 45 minutes of differentiated instruction, which is outside of the regular small group instruction. The schedule will include the instructional staff and identified resources to ensure that students are provided with consistent opportunities for intervention and remediation. Administrators will monitor the implementation through formal and informal observations, Benchmark Focus Walks, and feedback with next steps for improvement.

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

By When: On-going August 2023 through May 2024

Teachers will provide targeted and tiered support for identified students in language arts through implementing 30 minutes of WIN time utilizing the UFLI program daily. Students will be assigned to teachers and groups based upon need.

Person Responsible: Sharita Pieter-Lockett (pieter-los@duvalschools.org)

By When: On-going August 2023 through May 2024

The Interventionists and V. E. Resource teachers, tutors, and ESOL Paraprofessionals and General Education Paraprofessionals will maintain daily logs that documents instructional strategies and outcomes of remediation and interventions provided to the ESSA Subgroups. Logs will be submitted weekly to administration.

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

By When: On-going August 2023 to May 2024

An ESOL Paraprofessional will push in to classes and work with the classroom teachers to support daily instruction and remediation for students.

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

By When: August 2023 through May 2024

Students will utilize blended learning tools to provide additional support and prescriptive lessons to meet their individual learning needs - Freckle, McGraw Hill, I-Ready (1-2), Waterford (K), and Imagine Learning(ELL).

Person Responsible: Sharita Pieter-Lockett (pieter-los@duvalschools.org)

By When: August 2023 through May 2024

The V. E. Resource teachers will work collaboratively with teachers to plan lessons and develop whole and small group lessons that support the need of students based upon their individualized IEP goals.

Person Responsible: LaSha Hill (carterl2@duvalschools.org)

By When: On-going August 2023 through May 2024

Students will participate in Guided Reading and small group instruction daily to receive remediation and support with reading comprehension.

Person Responsible: Sharita Pieter-Lockett (pieter-los@duvalschools.org)

By When: On-going August 2023 through May 2024

During weekly PLC meetings and Early Release Day sessions, teachers will receive professional development on the implementation of small group and differentiated instruction along with the development of weekly lesson plans, PMP's, the RTI process, interventions and strategies, monitoring of student progress, use of data reports, and identifying next steps for improvement based on student assessment data, blended learning tools and resources that include Freckle, I-Ready, District and State Assessments, End of Unit Assessments and and Instructional Focus Assessments.

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

By When: On-going August 2023 through May 2024

We will conduct quarterly Data Chats with teachers and students to review student performance data, specifically the ESSA subgroups to identify trends, areas of strength and weaknesses and revise instruction to support student growth on identified benchmarks.

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

By When: September 2023, December 2023, March 2024

Students will receive tiered support and participate in before and after school tutoring with grade level benchmarks in the areas of Language Arts, Math, and Science. Resource materials will be purchased to support interventions.

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

By When: November 2023 through May 2024

Teachers will work with the RTI Team and parents to analyze data, develop RTI and PMP Plans, and identify strategies and interventions to support students who are in need of Tier II and Tier III support in language arts and math. Strategies will be implemented based upon individualized RTI plans for each student. RTI meetings will take place bi-weekly

Person Responsible: Linnette Bracero (bracerotorresl@duvalschools.org)

By When: On-going August 2023 through May 2024

Teachers will develop and maintain lesson plans that outline fluid grouping of students, instructional strategies that meet the needs of individual students and next step for improvement. This includes plans for the ESSA Subgroups in language arts and math and science.

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

By When: On-going August 2023 through May 2024

Teachers will implement the Instructional Focus Lessons and Assessments, Problem of the Day (Math and Science), and a Passage of the Day and Word of the Day (ELA) to ensure that students are exposed to rigorous learning tasks that provide Equivalent Experience experiences aligned with grade level standards/benchmarks.

Person Responsible: Roger Herring (herringr2@duvalschools.org)

By When: August 2024 through May 2024

Ensure that teachers provide opportunities for students to demonstrate mastery of grade level standards and take ownership of their learning (Language Arts, Math, and Science). This includes the implementation of Exit Tickets aligned to the FAST.

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

By When: On-going August 2023 - May 2024

Title I funding will support a Reading and Math Interventionist as well as resources (Rally Education and Measuring Up) that support remediation and intervention for targeted students and ESSA Subgroups. This will ensure that students receive daily instruction and remediation that will support the implementation of the Florida BEST Standards/Benchmarks.

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

By When: August 2023 to May 2024

We will host a variety of parent workshops that include, Donuts for Dads, Muffins for Moms, Goodies for Grands, BEST Parent Night, along with a Math Parent Workshop to provide parents with strategies that support reading comprehension and foundational skills of students in the ESSA subgroups.

Person Responsible: Sharita Pieter-Lockett (pieter-los@duvalschools.org)

By When: On-going August 2023 through May 2024

#3. 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.

Increase the proficiency levels in Science from 45% to 50%. Although our proficiency levels increased significantly on the State Science Assessment in fifth grade, there is a need increase the fidelity of science instruction across all grade levels from K-5. Students transitioning into fifth grade show deficiencies in benchmarks taught in grade K-4. Students need the opportunity to actively engage with rigorous STEAM based instructional activities and learning tasks, critical thinking skills, and hands-on labs and experiments that are aligned with the Florida State Benchmarks in all grade levels.

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

Increase science proficiency levels by points from 45% to 50%

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

Administrators will consistently monitor the implementation of Standards Based Instructional practices through on-going focus walks, formal and informal assessments.
Review of whole and small group lesson plans
Review of interventionists logs
Administrators will monitor the implementation of the Safety Net and Intervention Calendars to ensure they are

implemented with fidelity.
Review and analysis of student performance data in science. (Instructional Focus Assessments, District Assessments, State Assessments, Study Island)

Person responsible for monitoring outcome:

Michelle Quarles (quarlesm@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.)

Provide students across all grades (K-5) with the opportunity to actively engage with rigorous STEAM activities, learning tasks, critical thinking skills, and hands-on labs and experiments that are aligned with the Florida State Benchmarks.

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

Teaching rigorous science content, STEAM, and hands-on applications that provide students with the opportunity to apply what they have learned to tasks and applications required on the FAST. It is our belief that exposure to STEAM activities, interactive hands-on labs, critical thinking skills and targeted small group instruction across all grades will increase student understanding of science content.

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.

Teachers will utilize the District Instructional Framework and curriculum to scaffold rigorous instruction, monitor student progress, and provide support utilizing frequent checks for understanding, standards based/higher level questioning stems, meta-cognitive skills, informal assessments, exit tickets, and the Four Column Method.

Person Responsible: LaSha Hill (carterl2@duvalschools.org)

By When: August 2023 through May 2024

Teachers will align instruction with our STEAM focus by implementing weekly science labs and hands-on learning activities, District Curriculum Guides, use of informational text in reading(Science Leveled Readers, Scholastic Periodicals), and Instructional Focus Lessons (5th grade).

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

By When: August 2023 to May 2024

Students will participate in the Annual Science Fair, STEAM field trips (Jacksonville Zoo, Marine Science Center, MOCA, Museum of Science and History (MOSH), Tree Hill, Florida Theater, Theater Works, Alligator Farm, Kennedy Space Center, Lego Land, and Diamond D),Science Club, and daily resources that include art, music, and extracurricular activities.

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

By When: August 2023 to May 2024

Teachers will participate in science professional development sessions to receive support from District Science Specialists on curriculum and instruction, understanding of the Science Standards, lesson planning, and analyzing student performance data.

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

By When: August 2023 through May 2024

Teachers will participate in training on new interactive white cards that will assist with the enhancement of instruction,

Person Responsible: [no one identified]

By When: August 2023 to October 2023

Students will participate in an annual science fair both at the school and district levels.

Person Responsible: LaSha Hill (carterl2@duvalschools.org)

By When: December 2023 through February 2024

We will host our Annual Title I STEAM Parent Night and science workshops to assist parents with supporting students in the area of science. We will showcase science fair projects, art, and music student work.

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

By When: August 2023 to May 2024

#4. 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 our PMA 3 and our PM3 performance data, Language Arts is the area that needs the greatest improvement overall. Although there was a 1% increase in our ELA proficiency levels, our overall proficiency levels in Language Arts remained stagnant at 34% from 2021-2022. As a result, there is a need to continue to build teacher capacity in the area of content knowledge and planning rigorous instructional tasks aligned to the BEST Standards. There is also a need to ensure that teachers have a solid understanding of how to implement best practices that include:
Gradual Release of Instruction
Support with the extension of student strategic thinking and higher level questioning
skills
Metacognitive Thinking Strategies
Student Ownership of Learning
Implementation of Guided Reading and Small Group Instruction
Incorporation of Collaborative Learning Strategies
Purposeful Reading Connected to Writing and Response to Literature
Use of Informational Texts Aligned to Science
Grade Level Vocabulary
Phonics Instruction

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

Increase the ELA Proficiency by 10 points from 34% to 44%.

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

Administrators will consistently monitor the implementation of Benchmark Based Instructional practices through the following:
On-going focus walks, formal and informal assessments to monitor the instructional
delivery
Review of whole and small group lesson plans
Review of interventionists and intervention logs
Monitoring of the implementation of the Safety Net and Interventions to ensure they
are implemented with fidelity.
Review and analysis of student work samples (Reading Journals, student
workbooks) and performance data in language arts. (DMA's, State PM Assessments, End of Unit Assessments, I-Ready, Waterford, Freckle, Scrimmage Assessments, UFLI, DIBLES, and Instructional Focus Assessments)

Person responsible for monitoring outcome:

Michelle Quarles (quarlesm@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.)

Ensure that teachers have a solid understanding of the Language Arts content, instructional strategies and best practices that includes developing and planning rigorous learning tasks that are aligned to the Florida BEST Benchmarks.

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

Our 2022-2023 PMA 3 data and State PM 3 assessments indicate that our proficiency levels are stagnant. Therefore, building teacher capacity and understanding of how to plan rigorous learning tasks aligned to the standards, implement best practices, and strategies that support strategic thinking will increase student achievement in Language Arts.

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.

Student performance data (Exit Tickets, Instructional Focus Assessments, End of Unit Assessments, District and State Assessments) will be consistently analyzed and discussed through data chats between administrators and teachers as well as data chats between teachers and students. Data chats will focus on identifying causality, clarification of misconceptions (Unpacking questions, Four Column Method), and next steps for improvement for continuous improvement.

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

By When: On-going August 2023 through June 2024

Teachers will participate in on-going professional development from administrators, the District Specialist, and reading interventionist during Weekly PLC Meetings, ERD Training, and district level training. Sessions will include unpacking standards, lesson planning, support with the new curriculum, implementing guided reading and small group and differentiated instruction, use of the metacognitive strategies, higher level questioning skills, gradual release and student ownership of instruction, analyzing and utilizing student performance data (I-Ready, Achieve, Instructional Focus Assessments, PMA'S) and student work samples to improve student achievement.

Person Responsible: Sharita Pieter-Lockett (pieter-los@duvalschools.org)

By When: On-going August 2023 through May 2024

Teachers will receive tiered and modeled support with implementation and scaffolding of instruction along with best practices. Training will include the following:
District Instructional Framework and materials (Benchmark Advance, Freckle, UFLI, LLI), unpacking standards lesson planning, meta-cognition, higher level and standards based questioning, collaborative and discussion techniques, checks for understanding, informal assessment, charting instructional strategies.

Person Responsible: LaSha Hill (carterl2@duvalschools.org)

By When: On-going August 2023 through May 2024

Teachers will receive professional development on the implementation, monitoring of student progress, use of data reports from Performance Matters, and identifying next steps for improvement for the blended learning tools and resources that include I-Ready, STAR, and Freckle.

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

By When: August 2023 - September 2024 December - January 2024 March - 2024

Teachers will receive professional development on how to integrate technology into daily instruction, specifically with the interactive white boards/monitors

Person Responsible: LaSha Hill (carterl2@duvalschools.org)

By When: August 2023 through October 2023

The Leadership Team will meet weekly to review school improvement goals, analyze student performance data (End of Unit Assessments, Instructional Focus Assessments, Exit Tickets) to identify trends and develop next steps for improvement that include professional development, tiered support, and adjustments to instructional practices.

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

By When: On-going Weekly August 2023 - June 2024

Teachers will scaffold language arts instruction during whole group activities and provide additional remediation (pulling of individual students and small groups as needed within the core) with rigorous grade level standards for struggling students.

Person Responsible: LaSha Hill (carterl2@duvalschools.org)

By When: On-going August 2023 through June 2024

Teachers will implement Collaborative Learning Strategies and the Gradual Release Models to ensure that students are provided with opportunities to actively engage with rigorous content and take ownership of their learning.

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

By When: On-going August 2023 through June 2024

Students will utilize Tier I Supports in language reading and writing that include the use of graphic organizers, instructional charts, and journals to support their understanding of content and to provide opportunities to connect reading to writing.

Person Responsible: Sharita Pieter-Lockett (pieter-los@duvalschools.org)

By When: On-going August 2023 - June 2024

Students will be exposed to higher level questions and metacognitive strategies to promote critical thinking skills. (Use of Questions Stems and aligned to the BEST.)

Person Responsible: LaSha Hill (carterl2@duvalschools.org)

By When: On-going August 2023 - June 2024

Teachers will ensure that students participate in independent reading daily with bags of books. Teachers will provide opportunities for students to meet their One Million Word Book Count. Students meeting this goal will participate in the Quarterly Reading Celebration.

Person Responsible: Sharita Pieter-Lockett (pieter-los@duvalschools.org)

By When: Daily August 2023 through June 2023

Teachers will introduce the Book of the Month and provide opportunities for students to write responses to literature based upon grade level standards. Student responses will be placed on the Principal's Picks Bulletin Board.

Person Responsible: Sharita Pieter-Lockett (pieter-los@duvalschools.org)

By When: Monthly August 2023 through May 2024

Blended learning programs such as Study Island, I-Ready, Waterford, and Freckle, will be used as resources to support student learning with math content and to provide remediation and enrichment.

Person Responsible: LaSha Hill (carterl2@duvalschools.org)

By When: On-going August 2023 - June 2024

Students will participate in before and afterschool tutoring to receive remediation and intervention support in the area of language arts.

Person Responsible: LaSha Hill (carterl2@duvalschools.org)

By When: October 2023 through December 2023 February 2024 through May 2024

Title I Funding will be utilized to add a Reading Interventionist to support small group/differentiated instruction as well as WIN time.

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

By When: August 2023

#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.

Our 2022-2023 PMA 3 and State PM 3 Math data indicated that that our proficiency levels dropped from 49% in 2021 - 2022 to 47%. Therefore, we believe that by building teacher capacity in the area of content knowledge
and planning rigorous instructional tasks, and implementation of Tier I Supports aligned to the State Benchmarks will assist with critical thinking skills that will increase individual student learning gains in math.

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

Increase Math Proficiency on the State PM3 by 3 points from 47% to 50%.
Maintain Math Learning Gains at 65% or higher.
Increase Math Lowest Performing Quartile by 2 points from 53% to 55%.

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

Administrators will consistently monitor the implementation of Benchmark Based Instructional practices through on-going focus walks, Benchmark Walk-through Tool, formal and informal assessments.
Review of whole and small group lesson plans
Review of interventionists logs
Monitor the implementation of the Safety Net and Interventions to ensure they are implemented with fidelity.
Review and analysis of student work and performance data in mathematics. (DMA's, End of Unit Assessments, IReady, McGraw Hill (Red Bird), Freckle, and Instructional Focus Assessments)

Person responsible for monitoring outcome:

Michelle Quarles (quarlesm@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.)

Ensure that teachers have a solid understanding of the math content, instructional strategies and best practices that includes developing and planning rigorous learning tasks that are aligned to the Florida State Benchmarks.

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

Building teacher capacity in the following areas will increase student achievement in mathematics:
1. Understanding of how to plan lessons that incorporate rigorous learning tasks and assessments aligned to the benchmarks.
2. Implement strategies that support strategic thinking and higher level thinking
3. Provide scaffolded support during core instruction to strengthen student understanding of mathematical concepts.
Understanding the core content areas as well as how to implement district curriculum
and best practices.

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.

Title I Funding will be utilized to add a Math Interventionist to support small group/differentiated instruction and WIN time.

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

By When: August 2023

Teachers will participate in professional development during Weekly PLC Meetings and Early Release Day training (ERD). The District Math Specialist, math interventionist, administrators will provide training on unpacking the benchmarks, District Curriculum Guides, lesson planning, differentiation, analysis of student work and data, standards alignment and best practices in mathematics.

Person Responsible: Roger Herring (herringr2@duvalschools.org)

By When: On-going August 2023 - June 2024

Teachers will receive tiered and modeled support with implementation of the District Instructional Framework and materials to scaffold instruction, lesson planning, along with the implementation of best practices such as use of manipulatives, meta-cognition, higher level and standards based questioning, collaborative and discussion techniques, checks for understanding, informal assessment, charting instructional strategies.

Person Responsible: LaSha Hill (carterl2@duvalschools.org)

By When: On-going August 2023 through May 2024

We will conduct Data Chats to review and analyze student performance data (Instructional Focus Lessons, DMA's State PM's, IReady, Waterford, Freckle, Exit Tickets, and End of Unit Assessments). Teachers will also implement data chats with students. Data chats will focus on identifying causality, clarification of misconceptions (Unpacking questions, Four Column Method), and next steps for improvement for continuous improvement.

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

By When: On-going August 2023 through May 2024

The Leadership Team will meet weekly to review school improvement goals, analyze student performance data to identify trends and develop next steps for improvement that include professional development, tiered support, and adjustments to instructional practices.

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

By When: Weekly August 2023 through May 2024

Tier I Supports that include graphic organizers, composition books, manipulatives, and resources for tutoring will be purchased for students to use to support mathematics comprehension.

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

By When: August 2023

Blended learning programs such as Study Island, I-Ready, Freckle, McGraw Hill, and Waterford will be used as resources to support student learning with math content and to provide remediation and enrichment.

Person Responsible: Roger Herring (herringr2@duvalschools.org)

By When: On-going August 2023 - May 2024

Teachers will utilize a variety of digital and virtual resources such as graphic organizers, exit tickets, independent learning activities, and virtual manipulatives to differentiate, scaffold and to support student understanding of mathematical concepts.

Person Responsible: LaSha Hill (carterl2@duvalschools.org)

By When: On-going August 2023 through May 2024

Teachers will scaffold math instruction during whole group activities and provide additional remediation (pulling of individual students and small groups as needed) with rigorous grade level standards for struggling students.

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

By When: On-going August 2023 through May 2024

Teachers will collaborate with administrators, the Math Specialists, and math interventionist on the implementation of the Problem of the Day, Exit Tickets, Instructional Focus Assessments/Lessons and monitoring of student progress, use of data reports from Performance Matters, and the development of next steps for improving instruction.
Instruction will be rigorous and aligned to the Florida State Benchmarks.

Person Responsible: Michelle Quarles (quarlesm@duvalschools.org)

By When: On-going August 2023 through May 2024

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

To review school improvement funding allocations and ensue resources are allocated based on needs, we implement the following:

During our Shared Decision Making meeting, the budget is reviewed with faculty and staff. Staff is provided with the opportunity to review funding allocations to ensure that the budget is allocated based upon the needs of the school and students. The Title I Budget is also reviewed to ensure that resources are aligned to our School Improvement needs. Areas such as instructional materials, parent and family engagement resources, and staff needed to build the capacity of the school are considered with the input of faculty and staff.

The principal meets with the School Advisory Committee to share the school budget. SAC members are provided with an overview of the budget and are provided with the opportunity to make suggestions for the budget. The principal also works collaboratively with the SAC to review expenditures for the FRS and School Improvement Funding.

Each year, the principal hosts an Annual Title I Developmental Meeting. During this meeting, parents have the opportunity to review the Title I Budget and Parent and Family Engagement Plan. Parents are provided with the opportunity to make suggestions for programs, parents workshops, supplies, materials, and school-wide activities funded through Title I.

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 upon our 2022-2023 PM 3 data, a large majority of our students in K-2 are performing below grade level in reading, specifically in the area of foundational skills. The PM 3 proficiency levels are as follows:
Kindergarten: 47%
First Grade: 25%
Second Grade: 28%

Therefore, we believe that by building teacher capacity with understanding of best practices and how to deliver instruction in the areas of foundational skills, reading comprehension, guided reading and small group instruction will improve proficiency levels in Reading for our K-2 students.

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

Based upon our 2022-2023 ELA PM 3 assessment, we improved our ELA proficiency by 1% from 33% to 34%. However, our proficiency in language arts remains stagnant when reviewing our data from the past three years.
Furthermore, three of our ESSA subgroups fall below 40%. (SWD 39%, ELL 32% and Hispanic 38%)
Therefore, we believe that by building teacher capacity in the area of content knowledge, the new BEST Standards, planning
rigorous instructional tasks aligned to the standards, and differentiating instruction will improve the proficiency levels and learning gains in Reading/ELA.

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

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Increase ELA Proficiency from 33% to 43%, to include the following grade level specific goals:

Kindergarten: 47% to 50%
First Grade: 25% to 40%
Second Grade: 28% to 40%

Grades 3-5 Measurable Outcomes

Increase the overall ELA PM 3 proficiency levels from 34% to 44%.
Increase the Federal Index for Students with Disabilities from 39% to 40%
Increase the Federal Index for English Language Leaners from 32% to 40%
Increase the Federal Index for the Hispanic ESSA Subgroup from 38% to 40%

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 consistently monitor the implementation of the instructional practices in reading through
the following:

On-going focus walks, UFLI Monitoring Tool, Benchmark Walkthrough Tool, formal and informal observations to monitor the instructional delivery
Review of whole and small group lesson plans
Review of interventionists and V. E. Resource logs and push-in support of small groups
Monitoring the implementation of RTI to include Tier II and III, Progress Monitoring Plans, and ELL Plans
Monitoring of the implementation of the Safety Net and Interventions to ensure they are implemented with
fidelity.
Review and analysis of student work samples (Reading Journals, student workbooks) and performance data in language arts. (End of Unit Assessments, I-Ready, Freckle, District DMA's, State PM's, DIBELS, and
Instructional Focus Assessments)
Conducting teacher data chats each month/quarter to identify areas of strength, weaknesses and next steps
for improvement from PM Assessments, District DMA's, DIBELS, and blended learning assessments

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

Quarles, Michelle, quarlesm@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 evidenced-based practices and programs implemented to achieve our measurable outcomes are as follows:

UFLI (University of North Florida Literacy Institute - daily implementation with 30 minutes daily instruction on foundational skills
Benchmark Advance - (150 minute core reading daily)
I-Ready- 15 minutes daily during small group/center (1-2)
Waterford - daily during small groups/center (K)
Imagine Learning (ELL) - 30 minutes daily
Leveled Literacy Intervention (LLI)
Guided Reading - 30 minutes during small groups/centers (Benchmark Advance)
Safety Net Team - Reading Interventionist and V. E. Resource Push-in support
DCPS K-2 ELA Instructional Framework (K-2)
Reading interventions and best practices will be monitored by administrators. Formal/informal focus walks
will be conducted to monitor implementation of interventions and core instruction.
Data will be analyzed to identify next steps for improvement.
Reading A to Z

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?

Based on our 2023 PM 3 ELA data, Language Arts is the area that needs the greatest improvement. Our proficiency levels in Language Arts remained stagnant at 34% up 1% from 2021 to 2023. Therefore, there is a need to continue to build teacher capacity in the area of content knowledge to include teaching reading foundational skills and planning rigorous instructional tasks aligned to the BEST Standards. There is also a need to ensure that teachers understand how to implement best practices that include:

Gradual Release
Support with the extension of strategic thinking and higher level questioning
Metacognitive Thinking Strategies
Student Ownership of Learning
Guided Reading and Small Group Instruction
Incorporation of Collaborative Learning Strategies
Purposeful Reading Connected to Writing
Integration of Informational Texts
Grade Level Vocabulary
Phonics Instruction (Benchmark Advance UFLI Foundations)
The evidenced-based practices and resources above are researched based and vetted by our district.

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
Build capacity and teacher understanding of Best Practices and the alignment of instruction to the Florida State Benchmarks: Teachers will participate in professional development from administrators, the reading coach and reading interventionist during Weekly PLC Meetings, ERD Training, District training related to reading, and the ISI monthly content area planning sessions. Sessions will include unpacking standards, support with the Benchmark Advance curriculum, and resources, guided reading, small group and differentiated instruction, metacognitive strategies, higher level questioning, gradual release, and student ownership, analyzing performance data, monitoring of student progress to identify next steps for improvement. Teachers will receive tiered and modeled support/coaching with planning of whole and small group lessons and scaffolding of instruction. The Literacy Leadership Team will work collaboratively to analyze student performance data (I-Ready, Waterford, Freckle/STAR, FAST PM Assessments, DIBELS, and UFLI Assessments) to identify strengths and areas of weakness and next steps for improvement Administrators will monitor implementation through daily formal and informal observations and Benchmark Walkthroughs.	Quarles, Michelle, quarlesm@duvalschools.org
Teachers will implement the UFLI Foundations curriculum along with the DCPS ELA Instructional Framework. K-2 will implement UFLI daily with all students and 3rd - 5th grade identified students will receive instruction using UFLI during the WIN reading intervention block. The WIN reading block includes an additional 30 minutes of remediation outside of core reading instruction. The UFLI program will focus on strengthening and building reading foundations of our K-5 students. Additional areas of focus include: Shared reading, phonics, reading mini-lessons, small group and independent reading. Students will also participate in writing and grammar lessons. The curriculum will be implemented in conjunction with the Benchmark Advance Curriculum and Materials. Literacy coaching, modeling and planning will be provided by the DCPS UFLI specialists assigned to our school as well as support from the administrators, reading interventions and Region ELA Specialists Student assessment data will be analyzed to assess student progress and to make adjustment to instruction as needed. Administrators will monitor implementation through daily formal and informal observations and Standards Walkthroughs	Quarles, Michelle, quarlesm@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.

A variety of strategies are used to ensure that we are sharing information related to our School Improvement Plan, SWP, and school and parent and family engagement programs, meetings, and related activities. These strategies include the following:

We will disseminate information in an understandable, uniform format and in languages that the parents and families can understand. To accomplish this, we will communicate by sending home monthly School Connection newsletters in English and Spanish and flyers in the students' home language. Social media platforms such as Facebook and the school's website will also be used along with the Blackboard and Bloomz communication systems and the PikMyKid App. Our school has a small population of ESOL students that would require information in a different language. The ELL student population would need Spanish translation. If there is a need for parents to have information in a specific language, the classroom teacher or school counselor will work to provide this information using a translation device. In addition, we will utilize DCPS district resources along with Title I to provide translators who are available to meet the needs of parents. Pine Estates utilizes a continuum of services to ensure that we meet the needs of parents with children with disabilities and/or limited English proficiency.

Our school also provides information related to our School Improvement Plan, State of the School and Mid-year Data Reflection during our monthly SAC meetings, Mid-year Stakeholder's meetings, Title I Annual and Developmental Meetings, orientation and Open House. During these meetings, stakeholder's are provided with the opportunity to review our SIP goals and make suggestions for next steps towards continuous improvement.

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))

Pine Estates Elementary School will implement the following activities to build relationships with parents, families and the community to improve student achievement and keep parents informed of their child's progress:

1. Continue to build partnerships with local businesses and faith-based partners to provide support and incentives to motivate students and increase student achievement.
2. Implement a minimum of eight School Advisory Council Meetings to communicate with stakeholders and provide them with opportunities to collaborate with administration, faculty, and staff on analyzing trends in student achievement and developing next steps for school improvement. This will also include attendance in the Mid-year Stakeholder's Meeting.
3. Encourage volunteers to serve as a support to the school and students through attending educational field trips, assisting with our Annual Field Day, Career Day, Literacy Week Activities and other school-related events.
4. Work towards re-activating our PTA.
5. Facilitate parent teacher conferences, PMP meetings, Parent Compact meetings, MRT and RTI meetings to inform parents of their child's progress. During these meetings, the teacher, administrators, school counselor, and parents will collaborate to develop a plan to support students academic progress.
6. We will also utilize Quarterly Progress Reports and Report Cards to communicate information

regarding the academic progress of students. Parents will have an opportunity to schedule parent/ teacher conferences to discuss the needs of their child.

7. Parents will be encouraged to set up and connect their parent account in Focus to their child(ren). This will provide them with an opportunity to monitor their child's grades and academic progress.

8. Parent Workshops / Professional Development Sessions - to build positive relationships and assist with effective communication between parents and teachers, we will implement various workshops in core subject areas, specifically in math. We will also host Muffins for Moms, Doughnuts for Dads, and Goodies for Grands to provide parents and family members with support with reading strategies, foundational skills, as well as the introduction of the Book of the Month.

9. We will implement the following to ensure that teachers are trained on how to access the Parent and Family Engagement Room with parents:

1. Provide professional development and training for teachers and staff during pre-planning on how to access and utilize the services of the Parent Resource Center.
2. Teachers will also work along with the reading interventionist and administrators to facilitate parent workshops.
3. Classroom teachers will also participate in professional development of school culture, effective ways to communicate with parents along with understanding school-wide expectations for communication.

Professional development sessions will take place during our Pre-planning week professional development and Early Release Day sessions.
Our school will also provide parent workshops

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))

In order to strengthen the academic programs in our school, increase the amount and quality of learning time to provide an enriched and accelerated curriculum, we will implement the following:

Ensure that instruction takes place bell to bell through the use of daily schedules that include targeted times for core instruction, small groups, interventions and remediation.
Ensure that all students receive whole group instruction that is rigorous and aligned to grade level standards.
Students will receive differentiated small group instruction based upon their individual learning needs.
We will analyze student performance data and work samples to identify areas of weakness and strengths and make adjustments to instruction as needed.
Students will participate in data chats with their teacher to review assessment data, sets goals, and monitor their individual progress.
Students will participate in collaborative learning activities and discussions and actively engage with challenging grade level content.
Implement a safety net schedule with targeted times for interventions and small group support for struggling students.
Ensure that students are given opportunities to complete Exit Tickets and assessments that are aligned to grade level standards.
Incorporate supplemental programs such as UFLI, Benchmark Advance, Measuring Up, Rally Reading and Math, to support before and after school tutoring and intervention groups.
Provide extensive professional development for teachers around data analysis, RTI, curriculum and instruction, best practices, and standards based instruction.
Implement after school tutoring, before school tutoring to provide additional remediation for struggling students.

We will place an emphasis on providing support of the ESSA groups (Students with Disabilities, English Language Learners, Black, Hispanic, and Free and Reduced Lunch) through incorporating the following:

Utilizing paraprofessionals to support daily instruction -General and ESOL Paraprofessionals
Use of blended learning programs such as Study Island (Science), McGraw Hill, Waterford, I-Ready, and Freckle
Implementation of weekly PLC Meetings to plan lessons and review student performance data to identify next steps for instruction
Tiered support and modeled instruction for teachers
New Teacher Induction Program to support novice teachers
Support of Region Specialist and Coaches
Support of the Reading Interventionist and Reading Coach

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))

Our School Improvement Pan is developed in coordination and integration with other Federal, State, and local services, resource and programs such as the following:

CEP School - Our school is a CEP school that provides a nutrition program that includes free breakfast and lunch for all enrolled students. Students in our afterschool Extended Day program also receive a free snack and we also participate in the fruit and vegetable program.

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))

To ensure counseling, school-based mental health services, and specialized support services, mentoring, and other strategies to improve students' skills outside the academic subject areas are provided to students, we implement the following:

Monthly Threat Assessment Team Meetings are implemented to monitor and identify threats within our school and as well as to develop safety plans for students in need of mental health counseling and targeted supports.
We have identified a Hazel Health Coordinator that will support and manage students referrals for mental health counseling and support through Hazel Health.
Our school counselor will coordinate with Full Service Schools to implement referrals for mental health services and support from community organizations.
The school counselor will work with teachers to identify students who have two or more early warning signs and are in need of targeted interventions. Teachers will participate in the ALERT training to gain information and strategies on how to support students who exhibit early warning signs.
All staff will participate in the Youth Mental Health Training.
Administrators and the School Counselor will participate in the IERS Professional Development to support
Involuntary De-escalation Strategies.
The school counselor will meet with individuals and small groups to provide strategies for students to improve their academic performance, social skills, behavior, and attendance.

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

We will work with the area middle schools as well as the School Choice Office to assist students with gaining an understanding of the various programs such as magnet programs to assist them with career and technical education programs and postsecondary opportunities. Students will participate in the transition to middle school field trip as a part of the transition to middle school.

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

In order to implement a tiered model to prevent and address problem behavior, early intervening services, coordinated with similar activities and services under IDEA, we will conduct the following:

Provide a continuum of services and support to students based upon their individual needs.

Implement PBIS along with restorative practices that support positive interventions for students.

Implement and maintain a positive school culture and system to identify Early Warning Indicators for students in order to decrease the number of students in need of targeted interventions.

Implement a system to target students with Early Warning Indicators along with maintaining school-wide rituals and routines that promote a positive school culture and positive relationships that will build a school culture and climate that will lead to a decrease in the percentage of student referrals.

Implement a Multi-tiered supports that include RTI and MRT meetings to develop strategies and interventions to support students based upon their individualized needs.

Teachers will work with the RTI Team and parents to analyze data, develop RTI and PMP Plans, and identify strategies and interventions to support students who are in need of Tier II and Tier III support in language arts and math. Strategies will be implemented based upon individualized RTI plans for each student. RTI meetings will take place bi-week.

The school counselor will work closely with our teachers, social worker and attendance officer to monitor students with chronic attendance. Student attendance will be closely monitored to ensure that they are consistently attending school each day.

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))

To improve instruction and use of data from academic assessments and to recruit and retain effective teachers, we will implement professional learning and other activities for teachers, paraprofessionals, and other school personnel that include the following:

Teachers will participate in the Early Return Professional Development sessions to assist them with understanding district curriculum, State standards/benchmarks, curriculum and instruction. Areas of professional development include:
Using Differentiation and Scaffolding to Meet the Needs of K-5 Students Within Tier 1 Instruction
Accelerating Student Growth Through Data-Based Problem Solving, Best Practices, and Catch-Up

Making Sense of Mathematics for Teaching the Small Group
Diving into Benchmark Advance and Florida Reveal

Teachers will also participate in weekly PLC and Early Release Day meetings to gain an understanding of the grade level benchmarks, best practices, and how to develop effective lesson plans for language arts, math, and science. Teachers will also work collaboratively with administrators and coaches to analyze student performance data for the State PM's, District Monitoring Assessments, and Instructional Focus Assessments to review student performance, identify strengths and areas of weakness and develop a plan that includes strategies for whole and small group plans instruction.

Teachers will participate in training sessions on understanding the process for RTI as well as how to effectively implement Tier 1, 2, and 3 instructional strategies. This will also include training on how to develop Progress Monitoring Plans as well as targeted interventions for struggling students.

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))

Each year, our school hosts a transition to kindergarten workshop to assist preschool children in the transition from early childhood education programs to the elementary school program. Student also receive backpacks as a part of the transition to kindergarten program.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
3	III.B.	Area of Focus: Instructional Practice: Science	$0.00
4	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
5	III.B.	Area of Focus: Instructional Practice: Math	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes