Timucuan Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Timucuan Elementary School

5429 110TH ST, Jacksonville, FL 32244

http://www.duvalschools.org/timucuan

SIP Authority

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

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

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

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Timucuan Elementary School is to provide all students a rigorous and relevant academic program that will prepare them to be successful in their later educational and life endeavors.

Provide the school's vision statement.

The vision of Timucuan Elementary School is that all students will become lifelong learners, responsible citizens and emerging leaders in our global community.

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
Bolden, Contrina	Principal	The school principal is responsible for all aspects of the school. This includes instructional leadership, mentoring and preparing teacher leaders, planning and facilitating professional development, conducting teacher observations and evaluations, analyzing data, school safety, managing the budget and finance, and building family-community partnerships.
Smith, Jada	Assistant Principal	The assistant principal is responsible for assisting the principal with instructional leadership, planning and facilitating professional development, conducting teacher observations and evaluations, analyzing data, school safety, managing the budget and finance, and building family-community partnerships.

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.

We utilize several stakeholders to promote a positive school culture and environment. The PBIS Team supports Drug Free Week, School wide Positive Behavior Plans, and behavior data analysis. Administrators implement monthly Teacher Appreciation Week, Treat Cart, Game room, Quarterly Awards, Student of the Month ceremony, incentive field trips, and assign teacher buddies. Faculty and Staff participate in giving each other as well as students Positive Referrals. The Hospitality Committee

ensure celebrations are recognized. Finally, the Guidance Counselor implements College Week, Grief Counseling, and Anger Management Counseling.

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))

Monitoring the SIP will help keep us informed and accountable. We will meet quarterly to consider modifications, the wealth of perspectives and to discuss progress. The quarterly check-ins will provide an opportunity to monitor and report progress on specific action steps, review the implementation and outcome data collected during the implementation, consider new data received, collected or challenges that have arisen and evaluate how the work is going. In addition, we will carry on this work as a continuous cycle by working through the process of revisiting the data, assessing progress, identifying new priorities, and/or revising the goals set in the 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	87%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: 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	55	38	36	43	32	25	0	0	0	229
One or more suspensions	1	4	2	3	1	2	0	0	0	13
Course failure in English Language Arts (ELA)	0	4	1	17	0	0	0	0	0	22
Course failure in Math	0	4	1	2	0	0	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	12	23	27	0	0	0	62
Level 1 on statewide Math assessment	0	0	0	9	6	21	0	0	0	36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	63	42	9	23	30	0	0	0	167

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	2	25	34	26	33	29	0	0	0	149

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	2	1	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	1	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	55	38	36	43	32	25	0	0	0	229
One or more suspensions	1	4	2	3	1	2	0	0	0	13
Course failure in ELA	0	4	1	17	0	0	0	0	0	22
Course failure in Math	0	4	1	2	0	0	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	12	23	27	0	0	0	62
Level 1 on statewide Math assessment	0	0	0	9	6	21	0	0	0	36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	63	42	9	23	30	0	0	0	167

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	1	4	6	12	30	0	0	0	53

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	1	17	0	0	0	0	0	22
Students retained two or more times	0	0	1	1	4	0	0	0	0	6

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	55	38	36	43	32	25	0	0	0	229
One or more suspensions	1	4	2	3	1	2	0	0	0	13
Course failure in ELA	0	4	1	17	0	0	0	0	0	22
Course failure in Math	0	4	1	2	0	0	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	12	23	27	0	0	0	62
Level 1 on statewide Math assessment	0	0	0	9	6	21	0	0	0	36
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	63	42	9	23	30	0	0	0	167

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	2	25	34	26	33	29	0	0	0	149

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	28	48	53	32	50	56	24		
ELA Learning Gains				57			50		
ELA Lowest 25th Percentile				59			64		
Math Achievement*	49	58	59	48	48	50	34		
Math Learning Gains				77			54		
Math Lowest 25th Percentile				68			64		
Science Achievement*	27	52	54	29	59	59	26		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress	50	54	59	61			70		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	186
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	431
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	20	Yes	4	1
ELL	44			
AMI				
ASN				
BLK	31	Yes	1	1
HSP	39	Yes	2	
MUL	67			
PAC				
WHT	37	Yes	1	
FRL	31	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	37	Yes	3	
ELL	38	Yes	2	
AMI				
ASN				
BLK	53			
HSP	40	Yes	1	
MUL				
PAC				
WHT	60			
FRL	53			

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	28			49			27					50
SWD	15			25			21				4	
ELL	18			64							3	50
AMI												
ASN												
BLK	24			49			19				4	
HSP	26			40			42				5	55
MUL	58			75							2	
PAC												
WHT	30			52			30				3	
FRL	27			46			23				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	32	57	59	48	77	68	29					61
SWD	16	38		32	57	57	23					
ELL	14	53		32	67		0					61
AMI												
ASN												
BLK	29	58	59	51	81	67	26					
HSP	21	46	50	28	62		13					59
MUL												
PAC												
WHT	48	75		46	71							
FRL	31	57	65	46	75	68	31					

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	24	50	64	34	54	64	26					70
SWD	15	48		21	55		21					
ELL	14			32								70
AMI												
ASN												
BLK	20	45	70	34	50		9					
HSP	24	60		30	60		40					70
MUL												
PAC												
WHT	40	36		37	50		46					
FRL	24	51	73	33	56	58	29					

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	22%	47%	-25%	54%	-32%
04	2023 - Spring	30%	50%	-20%	58%	-28%
03	2023 - Spring	29%	46%	-17%	50%	-21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	58%	59%	-1%	59%	-1%
04	2023 - Spring	39%	58%	-19%	61%	-22%
05	2023 - Spring	39%	52%	-13%	55%	-16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	23%	48%	-25%	51%	-28%

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.

The data component that showed the lowest performance is ELA proficiency. Students entering grades 3 - 5 as non-proficient readers require our instructional focus at the beginning of the year geared toward phonics instruction versus strategies that would assist students in reading and understanding texts on their grade level. There is a trend on the massive number of students that enter third grade reading below grade level. This has been a trend in the past 3 years. Pandemic school closures and remote instruction made learning to read much harder, especially for young, low-income students who didn't have adequate technology at home or an adult who could assist them during the day. The students lacks the skills of a fluent reader. They read below grade level and struggles with comprehension, phonics, and vocabulary.

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

The data component that showed the lowest performance is ELA proficiency. Students entering grades 3 - 5 as non-proficient readers require our instructional focus at the beginning of the year geared toward phonics instruction versus strategies that would assist students in reading and understanding texts on their grade level. There is a trend on the massive number of students that enter third grade reading

below grade level. This has been a trend in the past 3 years. Pandemic school closures and remote instruction made learning to read much harder, especially for young, low-income students who didn't have adequate technology at home or an adult who could assist them during the day.

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.

The accountability area with the greatest need for improvement is ELA proficiency. Students entering grades 3 - 5 as non-proficient readers require our instructional focus at the beginning of the year geared toward phonics instruction versus strategies that would assist students in reading and understanding texts on their grade level. One factor that contributed to this low proficiency include students lack phonological awareness and teacher limited knowledge of benchmark-based instruction. Lack of knowledge around benchmark-based instruction, lack of knowledge around data driven decisions, monitoring plans not used to consistently to determine if interventions are successful. With the support of district personal for Title I schools for school-wide intervention Reading Intervention programs in UFLI for K - 5th, we are confident these areas will be reduced. In addition to Leveled Literacy Intervention (LLI) for targeted Reading needs. In K - 5th, students will receive targeted reading support through guided reading centers and daily implementation of benchmark-based instruction. Unpacking benchmarks and planning daily small group instruction as it relates to targeted benchmarks. Secure subs for teachers to provide time for collaborative planning which will focus on data analysis and lesson planning. Students will receive practice with vocabulary strategies and reading comprehension through non-fiction articles. The use of district created benchmark-based problems of the day, benchmark mastery lesson with assessment and use Freckle. The guidance counselor along with a district social worker will make home visit, calls, and wellness checks for students with attendance issues.

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

The data component that showed the most improvement was proficiency for math. Actions that were taken in this area include constant monitoring of assessment data for students in math along with planning with teachers and making instructional shifts as needed to ensure that students are showing growth towards mastering mathematical content as it is taught. Weekly observations with feedback concerning Acaletics instruction. Ensure teachers are knowledgeable of all resources at the beginning of the school year. Common Planning sessions will include reviewing lessons and assessments for proper alignment and remediation.

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

A potential area of concern is reading. Actions that need to be taken in this area include constant monitoring of assessment data for students in the LPQ along with planning with teachers and making instructional shifts as needed to ensure that students are showing growth towards mastering ELA content as it is taught. Weekly observations with feedback concerning Benchmark Advance instruction. Ensure teachers are knowledgeable of all resources at the beginning of the school year. Common Planning sessions will include reviewing lessons and assessments for proper alignment and remediation.

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

Improve reading proficiency through explicit phonics instruction, teachers supporting students' ability to understand complex text and build background knowledge.
Improve math proficiency with the aligned math curriculum with state benchmarks and conduct frequent benchmark assessments to determine student mastery. Allot sufficient time for math instruction each day to ensure that all students reach high levels of achievement. In addition, making sure assessments are formative and ongoing, and students who experience difficulty mastering math concepts receive

immediate intervention and additional instructional time.

Science Proficiency by students engaging in the process of science. In addition allowing students to discuss their ideas with their peers.

Build sustainable systems with documented processes rather than relying on talented individuals We can't simply off-load tasks and responsibilities to the reading coach and ELA teachers and think everything is going to be okay. We must develop mature systems – systems that can succeed regardless of the individual. A documented process is critical: a process that can be picked up, utilized, refined, and passed on to ensure success continues.

Inspect classrooms regularly and provide feedback on progress toward the goal

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

#1. Instructional Practice specifically relating to ELA

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

Our FAST reading data indicates in the 2022-2023 school year, only 32% of our students were proficient in reading. However in 2023, our FAST reading data ELA drop to 29% (3% decrease).

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

If we implement intentionally focused, research-based instructional plans based on current data points using direct instruction programs, such as the Benchmark Advance K-5 curriculum, the writing curricula, and Leveled Literacy Instruction (LLI) during small group instruction; then, proficiency will improve in ELA by 10%.

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

Administration will provide professional development (during common planning, early release day sessions, and other content area training sessions) to assist teachers with planning, designing and implementing data driven,
differentiated, benchmark-based instruction for students working in whole and small groups.
Administration and will monitor the implementation of all DI programs to include: assessing and grouping students, collecting and reviewing the required documents monthly, analyzing student assessment data, and providing
professional development. Administration will monitor the effectiveness of the implementation of whole group and small instruction through daily walk-throughs and calibrated instructional rounds with the leadership team each quarter. The leadership team will conduct ongoing data reviews to monitor the alignment of the Benchmark Walk-Through Tool, instructional delivery methods and student assessments.

Person responsible for monitoring outcome:

Jada Smith (smithj6@duvalschools.org)

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

The Early Release Day Learning Sessions will target specific areas in ELA that need improvement based on data. Administration will analyze and disaggregate data for students identified as Tier II and III, then work with them in small, intensive groups utilizing LLI and other evidence-based supplementary materials. The primary teachers and ESE teachers will help with the implementation of Benchmark Advance, Language for Learners (for 3rd grade struggling readers scoring below grade level). Teachers will create data driven differentiated small groups with appropriate tasks that meet student needs and remediate deficient academic areas. Teachers will embed strategies to enhance student abilities to complete and comprehend the passages, tasks, questions, and/or activities required. Teachers will implement experimental learning experiences that will offer our students knowledge-rich curriculum and field experiences that will build the background knowledge and extend classroom learning.
Materials/Supplies:
Laptops will be used to extend learning through small group instruction, standards-based remediation, and to assess mastery of standards. Copy paper is needed to produce standards-based practices sheets, small group remediation materials, and to create home school packets.
Student Incentives:

SIP funding will be used to provide incentives for students for meeting and exceeding their academic achievement goals as well as behavior goals.

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

The rationale for this evidence-based strategy will provide teachers with different strategies to teach reading. In addition, embed the strategies seamlessly in their instruction to provide students with authentic experiences with reading passages that align with the B.E.S.T. Benchmark based instruction. The following materials will be used to
provide Tiered Support Levels:
1. i-Ready (1-2)
2. STAR
3. Language for Learning (3)
4. Leveled Literacy Instruction [LLI] (K-5)
5. Success Coach (3-5)
6. Reading A-Z Small Group Reading Books (K-5)
These resources will close the achievement gap in reading by providing students with the strategies they need to build foundational skills, decode unfamiliar words, and understand word meaning in order to comprehend grade level texts.

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.

No action steps were entered for this area of focus

#2. 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 FAST math data indicates in the 2022-2023 school year, only 53% of our students were proficient in math. However in 2023, our FAST math data decreased to 51% (2% decrease).

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

If we implement intentionally focused, strategic instructional plans based on current data points, benchmark based instruction and utilize Acaletics in all 2-5 grade classrooms with fidelity; then, math proficiency will improve by 10%. In addition, we will implement McCarthy math to help students with their foundational skills. The math interventionist will provide professional development (during common planning, early release day sessions, and other content area training sessions) to assist teachers with planning, designing and implementing data driven, differentiated, standards-based instruction for students working in whole and small groups.

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

Administration will monitor the effectiveness of the implementation of whole group and small group instruction through daily walk-throughs and calibrated instructional rounds with the leadership team each quarter.
The leadership team will conduct ongoing data reviews to monitor the alignment of the Benchmark Walk-Through Tool, instructional delivery methods and student assessments.

Person responsible for monitoring outcome:

Contrina Bolden (woodsc@duvalschools.org)

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

The math interventionist will be utilized to design, monitor and assess quality instruction as to improve overall student achievement in all areas. She will also implement effective Common Planning sessions and Professional development sessions that will include differentiated, benchmark-based, and data driven instruction. The Math Interventionist will oversee and implement Acaletics in grades 2-5, analyze and disaggregate data for students; then work with them in small groups with appropriate tasks that meets student needs and remediate deficient academic areas. Teachers will embed strategies to enhance student abilities to comprehend math vocabulary, tasks, questions, and/or activities required. They will also utilize Success Coach during tier two small group instruction. The Early Release Day Learning Sessions will target specific areas in math that need improvement based on data. The math interventionist will provide benchmark-based math learning on Early Release Days and the district math team will provide support.
We will use Title 1 funds to enhance and support benchmark-based math instruction. Administration will oversee the implementation of benchmark-based instruction and the implementation of our Acaletics program in grade 2-5. In addition, the math interventionist will provide common planning for teachers, to develop their skill set to deliver quality, benchmark-based instruction to ALL leveled learners. Tutoring will be offered during the school day and/or after school to assist with small group differentiated instruction.

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

We will implement Acaletics, strategically placing students in leveled groups to receive instruction at least 30 minutes on a daily basis from instructors. The math interventionist will monitor all components of the math workshop, ensuring instruction is aligned to benchmarks and teachers are implementing all phases with fidelity. The math interventionist will provide classroom support and embed Professional Development into common planning, to develop lessons that are aligned to benchmarks, which will improve student achievement. The following resources will be used:
1. Acaletics, supplementary to CORE
2. Math Coach
3. Tutoring
4. i-Ready
5. McCarthy Math
6. Success Coach

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.

No action steps were entered for this area of focus

#3. 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.

Our Students with Disabilities, African American Students, ELL and Economically Disadvantaged Students (ESSA Subgroup) fell below the federal index of 41% during the 2023 school year. As previous years, over 50% of our school population is African American, ELL and Economically Disadvantaged students. We will continue to focus on providing effective systems for students identified in the ESSA subgroup on level tier 1.

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

Our goal is to improve proficiency in our African American students, Students with Disabilities, ELL and Economically Disadvantaged Students by 10% or to at least meet the federal index of 41%.

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

Administration and interventionists will provide professional development (during common planning and content area training sessions) to assist teachers with planning, designing and implementing data driven, differentiated, benchmark-based instruction for students working in whole and small groups. Interventionists will monitor the implementation of all DI programs to include: assessing and grouping students, collecting and reviewing the required documents monthly, analyzing student assessment data, and providing professional development. Administration will monitor effectiveness of the implementation of whole group and small group instruction through daily walk-throughs and calibrated instructional rounds with the leadership team each quarter. The leadership team will conduct ongoing data reviews to monitor the alignment of the Benchmark Walk-Through Tool, instructional delivery methods and student assessments.

Person responsible for monitoring outcome:

Contrina Bolden (woodsc@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.)

Through the multi-tiered system of of supports for Students with Disabilities, African American, ELL and Economically Disadvantaged groups, we will focus on the following Tier 1 strategies for academic, behavior, and socio-emotional interventions:
Academic Interventions:
1. Rigorous Benchmark-Based Instruction
2. After-School, Before-School Tutoring using research-based materials
3. Acaletics for Math and Science Interventions
4. Leveled Literacy Instruction (LLI) for Reading Interventions
5. Study Island for Science Interventions
6. McCarthy Math
7. Penda for Science
8. Benchmark-Based and Aligned teacher assessments and activities
9. District Assessments to monitor standards mastery
10. Project CRISS for strategies to assist students
Behavior Interventions:
1. PBIS

2. CHAMPS
3. Project Thrive
Social-Emotional Interventions:
1. School-Based Social Services
2. Wellness Wednesday
3. Calm Classroom
4. Sanford Harmony
5. Classroom Guidance
The Parent Liaison Reflection on Student Learning:
The Parent Liaison will play a vital role in providing support to students and their families. The Parent Liaison is the link to our school and community. The Parent Liaison will assist with making calls to parents to ensure that they are aware of the parent and family engagement events that are taking place in our district and at our school. In collaborating with the leadership team, the Parent Liaison will assist with ensuring that our students are equipped with the supplies and materials needed to successfully complete tasks face to face (or online). The Parent Liaison will assist parents with finding the right materials to use at home to help their child with practicing skills. The Parent Liaison will keep accurate records of the inventory of the materials that are stored in the Parent Resource Room. The Parent Liaison will stay in contact with our students and families. She works closely with parents and offers one on one technical support and guidance when needed.

Student Incentives:
SIP funding will be used to provide incentives for students for meeting and exceeding their academic achievement goals as well as behavior goals.

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

The resources selected are all researched-based strategies to increase student achievement. Strategies will be implemented with fidelity in order to increase school proficiency.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

It is important to create a school environment where students feel safe, supported, engaged, and accepted. Positive and stable relationships among staff and students undergird a school's climate. It's vital that children feel they are known and supported in school. School culture is supported when there is strong camaraderie amongst all staff with relationships built upon trust and understanding. The professional bonds that exist amongst staff members are strong enough to weather the storms that can hit school communities. Individuals in a positive school culture know that there is always capacity and room for improvement. Opportunities for learning and development are seen in all aspects of school life and not just limited to going out on courses.

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

Hoping for 100% in this culture, a growth mind-set is adopted by all and as such, mistakes are not seen as failure but as a source of learning and growth. By trialing ideas and initiatives and experimenting with new ways of doing things, staff and school leaders learn what works and what doesn't and become bigger, better version of themselves.

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

Observing the attitudes of teachers in the classroom and in staff meetings, and understanding the general feeling of students towards the school and the staff.
Writing down the aspects of the school that improve the atmosphere and those which cause negative feelings in teachers and students.
Take action to reinforce positive qualities and create a positive school culture.
Generate clear, open communication with the parents of students to avoid misunderstandings, feelings of mistrust and hostility.

Person responsible for monitoring outcome:

Contrina Bolden (woodsc@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.)

Goal Setting
Group Meeting
One on One Meetings
Mentorship
Creating Norms
Model Behaviors
Analyzing the current situation

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

The specific strategies will help change the attitudes of all the staff and students within the school. This change process helps to mimic the behavior and attitudes needing to be displayed. In addition these strategies will help foster positive action for students. As a result, students will be better prepared to learn better and become more successful now and into the future.

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 3 - Promising 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.

No action steps were entered for this area of focus

#5. Positive Culture and Environment specifically relating to Other

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

Timucuan Elementary addresses building a positive culture and environment in a variety of ways. Each year students, parents, and teachers take the 5 Essentials survey. We utilize the 5Essential survey data to determine areas of strengths and areas of growth. We determine how to meet the needs of all stakeholders based on the data.

We utilize School Advisory Meetings (SAC) to allow stakeholders' input and involvement with school improvement and other activities. SAC meetings are held monthly and are designed to make the stakeholders feel like they are a part of the school. During these meetings, parents and stakeholders receive monthly updates regarding school improvement efforts.

Timucuan Elementary hosts a variety of events and meetings to ensure all stakeholders have the opportunity to become involved with the school. We host monthly parent involvement activities that allow families to learn more about supporting their students at home and gain an insight to their child's educational experience. We encourage family involvement through volunteer activities such as attending field trips, Book Fair, and musical performances.

We hold monthly celebrations for students and staff. Some celebrations include Student of the Month, Treat cart, and attendance incentives. We host a variety of staff appreciation and spirit days.

Finally, parents, families, and other community stakeholders are encouraged to connect with our Instagram, Facebook, and Class Dojo. Parents will receive daily academic and behavior progress through Class Dojo, communication log, or Focus. We also keep our parents informed through monthly newsletters, updates, and phone messaging.

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

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

Person responsible for monitoring outcome:

[no one identified]

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.)

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

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.

No action steps were entered for this area of focus

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).

The school review process will be carried out through planning, collecting data, summarizing the data, and planning for implementation to build on identified strengths and address prioritized areas for improvement. In addition, meet with teacher leaders to determine the proven materials needed to be purchased based on student's needs for improvement and tutoring.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Based on the End of the Year data, students scoring below grade level in kindergarten was 51%, with 32% approaching grade level expectations and 17% on grade level. In first grade, 64% of students scored below grade level, 16% are approaching grade level expectations and 20% of students are performing on grade level. In second grade, 69% of students are performing below grade level, 20% are approaching grade level expectations, and 11% are on grade level. Teachers will actively participate in weekly benchmark-based planning focused on building content knowledge and differentiating instruction in ELA with the support of the Instructional Leadership Team. The ELA District Specialist and an assigned paraprofessional will provide benchmark-based small group instruction for targeted students. If teachers participate in ELA benchmark-based planning that is differentiated for their needs, and they implement strategies learned with fidelity, then student achievement in ELA will increase. Additionally, monitoring instructional delivery and benchmark-based alignment with continuous feedback will contribute to an increase in student achievement in ELA. We will provide weekly professional learning focused on analyzing state benchmarks and achievement level descriptors, reviewing benchmark-based walk-through data, aligning assessments/assignments to standards, analyzing student data along with student work providing feedback, and monitoring student progress

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

Based on FSA results, 60% of students in third grade are performing below grade level, 75% in fourth grade are performing below grade level and 62% of fifth grade students scored below grade level (the percentages include students who scored a level 1 or 2 on the FSA). Teachers will actively participate in weekly benchmark-based planning focused on building content knowledge and differentiating instruction in ELA with the support of the Instructional Leadership Team. The District Specialist and an assigned paraprofessionals will provide benchmark-based small group instruction for targeted students. If teachers participate in ELA benchmark-based planning that is differentiated for their needs, and they implement strategies learned with fidelity, then student achievement in ELA will increase. Additionally, monitoring instructional delivery and benchmark-based alignment with continuous feedback will contribute to an increase in student achievement in ELA. We will provide weekly professional learning focused on analyzing state benchmarks and achievement level descriptors, reviewing benchmark-based walk-through data, aligning assessments/assignments to standards, analyzing student data along with student work providing feedback, and monitoring student progress

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

Grades 3-5 Measurable Outcomes

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.

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

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?

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?

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

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.

We will notify parents via flyers and BLOOMZ that the Parent Engagement Plan is available in our parent resource room, on our website, and copies are available upon request. We will place a copy of the plan in a notebook located in the parent Resource Room, post a copy on our school's website, and make copies available per parent request. We will utilize parent meetings such as the Annual Title I meeting to review and provide copies to parents. Copies in Spanish will be available. We will share information related to school and parent and family programs in a variety of ways. We will utilize BLOOMZ, social media, and the school's marquee to advertise at least two weeks in advance. Parents will be notified through the school's website, flyers, and the school's marquee at least two weeks in advance.

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))

We utilize several stakeholders to promote a positive school culture and environment. The PBIS Team supports Drug Free Week, School wide Positive Behavior Plans, and behavior data analysis. Administrators implement monthly Teacher Appreciation Week, Treat Cart, Game room, Quarterly Awards, Student of the month ceremony, incentive field trips, and assign teacher buddies. Faculty and Staff participate in giving each other as well as students Positive Referral. The Hospitality Committee ensure celebrations are recognized. Finally, the Guidance Counselor implements College Week, Grief Counseling, and Anger Management Counseling.

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)

Strategies that will need to be implemented to accelerate learning are for teachers to conduct small group teaching, use text where they can practice decoding skills easily while working on comprehension. Weekly common planning sessions will be used to strategically plan lessons and assessments. Researched based supplemental materials, such as Acaletics, and training will be provided for teachers to support them in providing effective math instruction during whole group and differentiated centers. Math club will be conducted daily through use of Acaletics curriculum for 2nd - 5th grades. Teachers will form groups for daily Reading Clubs based on preliminary placement and monitoring will occur through tracking forms. Students will be grouped based on data and receive small group instruction based on grade level benchmarks. Group size will range from 4 to 8 students, so pacing can be at a high rate to expose students repeatedly. The use of district created benchmark-based problems of the day, benchmark mastery lesson with assessment and the use of the online platform Freckle In addition students in 3rd - 5th grade will be provided a tutor to accelerate learning.

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

We utilize School Advisory Meetings (SAC) to allow stakeholders' input and involvement with school improvement and other activities. SAC meetings are held monthly and are designed to make the stakeholders feel like they are a part of the school. A Developmental meeting for all stakeholders is held to gather information. We also hold an Annual Title I Meeting for all stakeholders. School Advisory Council meetings to develop this plan.

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

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

The school counselors advocate for the mental health needs of all students by offering instruction that enhances awareness of mental health, appraisal and advisement addressing academic, career and social/emotional development; short-term counseling interventions; and referrals to community resources for long-term support. The school counselors, school social workers, and school psychologists play a vital role in collecting and analyzing data regarding the emotional, mental health, and behavioral needs of students, designing effective interventions to address those needs, promoting and supporting early intervention and preventative services, providing individual and group counseling, providing consultative services to teachers, and finally, coordinating community services to provide additional wrap around supports to families. Interventions are provided for student exhibiting risky behaviors in order to reduce the cause of problem behaviors, and build social and emotional skills for healthier functioning

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))

Build community partnerships that connect students with real-world contexts.
Increase opportunities for self-directed learning, where students learn crucial life skills like organization, problem-solving, and critical thinking.
Invite Guest Speakers to the Classroom.
Take a Class Field Trip.
Provide Opportunities to Speak to Real Professionals in Career Fields.
Experiment with Technology.
Create Projects that Solve Real-World Problems.
Encourage Diversity of Thought.
Encourage Risk-Taking and Problem-Solving.
Critical thinking: The ability to know how to effectively find solutions to problems.
Creative thinking: Thinking outside the box.
Collaborating: Working with others.
Communicating: Talking to others effectively.
In addition, students learn character values and soft skills like developing empathy, problem-solving and creative thinking that will set them up for the future.

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).

Use Evidence-Based Curriculum and Programs.
Teacher-Led Interventions.
Implement Interventions with Fidelity.
Follow the Data Cycle.
Share Data with Parents and Caregivers.
Share Data with Students.
Collaborate with Special Education Teachers.
Implement School-Wide Interventions.

Teachers are provided a guiding framework to identify students in need of additional supports, use evidence-based intervention strategies, and progress monitor with data. Teachers use the tiered model to support the needs of every student across academics, behavior, and social-emotional learning. Classroom teachers give ongoing assessments to learn more about students' learning and levels of achievement. That data is then used in the RTI process. Based on assessment data, it may be determined that a student needs additional support in a certain area.This includes more intensive instruction of the specific skills that students weren't making progress on. The time spent learning the skills, as well as the frequency of assessment of the skill, is increased in Tier 2. This targeted instruction is given in small groups so that the student gets the attention he or she needs to succeed. Students receiving Tier 2 intervention are all still receiving the high-quality instruction at Tier 1. The targeted intervention happens during small group work time. If a student shows little progress after a certain amount of time receiving Tier 2 intervention, the student is considered for Tier 3, which includes even more intensive intervention.

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))

Through Common Planning teachers are provided time, opportunity, and expectation that teachers will place student needs and progress at the center of their work and assume collective responsibility for student learning. The professional learning provided to teachers allows them to explore how their teaching and management strategies help students learn. This is done through common planning and other more traditional types of professional development. Teachers are engaged in ongoing self reflection, peer support, experimentation, and modification of instruction and management practices based on student performance data, student work, and both learning and social behaviors. Through an intensive process of collaborative and job-embedded learning, teachers gain more than content knowledge or technical strategies—they gain an improved understanding of their own teaching and learning and of the various ways by which students learn. Teachers analyze student performance data from a class to find trends—such as which students are consistently failing or underperforming and collaboratively develop proactive teaching and support strategies to help learners struggling academically. By discussing the learners they have in common, teachers can develop a stronger understanding of certain students' specific learning needs and capabilities, helping them coordinate and improve how they are taught.

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))

Students are given an opportunity to practice kindergarten routines (e.g., lining up, putting on backpacks, carrying lunch on a tray) in the early learning setting. Incorporate familiar activities or routines from the early learning setting into the kindergarten year. Teachers learn about the key components of successful kindergarten transitions. In addition, teachers explore several practical strategies that teachers can implement during the transition process. For children who are transitioning, they are provided an opportunity to talk with their teacher about their feelings about the change. Children are given many opportunities to talk about their fears and concerns. In addition, the kindergarten teacher is invited to visit VPK classrooms to explain what happens in kindergarten and answer questions.

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: Instructional Practice: ELA	$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
5	III.B.	Area of Focus: Positive Culture and Environment: Other	$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.

No