Rutledge H. Pearson Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Rutledge H. Pearson Elementary School

4346 ROANOKE BLVD, Jacksonville, FL 32208

http://www.duvalschools.org/rhpearson

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The faculty and staff of Rutledge H. Pearson Elementary School will provide students with the tools and skills needed to realize their highest level of achievement and to strive for academic and social excellence through a safe and nurturing learning environment that promotes high level, quality instruction and services that meet
the needs of the whole child in every classroom, every day.

Provide the school's vision statement.

The faculty and staff at Rutledge H. Pearson Elementary School will ensure all students receive data-driven instruction everyday, in every class, and ultimately produce lifelong learners.

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
Adkins, Kathleen	Principal	Ensuring that academic policies and curriculum are followed Developing and tracking benchmarks for measuring institutional success Helping teachers maximize their teaching potential Meeting and listening to concerns of students on a regular basis Encouraging, guiding and assisting student leaders and teachers Meeting with parents and administrators on a regular basis for problem resolution Enforcing discipline when necessary Providing an atmosphere free of any bias in which students can achieve their maximum potential
Cooper, Robyn	Assistant Principal	Enforcing attendance regulations Meeting with parents to discuss behavioral or learning problems of students Responding to discipline problems Coordinating the use of school facilities for daily activities and special events Assisting the principal in interviewing and evaluating instructional and non-instructional staff Supervising instructional and non-instructional staff Helping create school-wide goals including those related to student learning and student behavior Dealing with the issues of school management, student activities and services, community relations, personnel, and curriculum instruction Coordinating with principals and board members to assist in defining and enforcing school policies and guidelines for students, staff, and faculty Producing reports and evaluations Attending meetings Overseeing daily school operations Monitoring classes and faculty performances Implementing school policies and regulations
Coker-Hay, Charmaine	School Counselor	Speak with students, identify problems, and develop a plan with the student to address them Collaborate with parents and teachers to create a strategy that provides the support the student needs Build strong relationships with students and act as a confidant Help students adjust to the culture of a particular school Conduct assessments to evaluate students' abilities Assist students with career planning Ensure students have all the tools to become productive and well-adjusted adults

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 hold developmental meetings for families to give input for SIP and the Parent Involvement Plan. During this time, we ask input around the data and possible goals as well as how we can improve culture and positive environments. Teachers are also given a survey to give input of goals and what we did that was successful and what needs to change for the next school year. They help went goals and determine positive environment/culture.

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

The School Improvement Plan will be monitored monthly through Leadership Team Meetings and SAC meetings. We will analyze data and goals to determine if we are approaching or exceeding our goals. During that time, we will also determine if we need to adjust our goal or add specific strategies to ensure we would meet the goal.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Black/African American Students (BLK) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: D 2018-19: D 2017-18: D
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	1	58	73	47	62	59	0	0	0	300
One or more suspensions	0	4	9	2	13	15	0	0	0	43
Course failure in English Language Arts (ELA)	0	0	2	1	0	0	0	0	0	3
Course failure in Math	0	0	2	1	0	0	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	3	58	58	0	0	0	119
Level 1 on statewide Math assessment	0	0	0	3	42	38	0	0	0	83
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	69	67	58	0	0	0	0	0	198

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	1	40	52	30	52	51	0	0	0	226

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	3	2	3	0	0	0	0	0	10
Students retained two or more times	0	0	1	0	2	0	0	0	0	3

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	2	18	15	16	14	12	0	0	0	77
One or more suspensions	0	2	4	2	4	1	0	0	0	13
Course failure in ELA	2	2	2	1	1	0	0	0	0	8
Course failure in Math	0	2	1	1	1	0	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	20	13	6	0	0	0	39
Level 1 on statewide Math assessment	0	0	0	1	1	0	0	0	0	2
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	23	13	14	15	10	0	0	0	77

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	13	11	12	9	6	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	0	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	1	2	0	0	0	0	0	3

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	2	18	15	16	14	12	0	0	0	77
One or more suspensions	0	2	4	2	4	1	0	0	0	13
Course failure in ELA	2	2	2	1	1	0	0	0	0	8
Course failure in Math	0	2	1	1	1	0	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	20	13	6	0	0	0	39
Level 1 on statewide Math assessment	0	0	0	1	1	0	0	0	0	2
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	23	13	14	15	10	0	0	0	77

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	13	11	12	9	6	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	0	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	1	2	0	0	0	0	0	3

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*	34	48	53	39	50	56	40		
ELA Learning Gains				57			62		
ELA Lowest 25th Percentile				54					
Math Achievement*	56	58	59	68	48	50	63		
Math Learning Gains				71			85		
Math Lowest 25th Percentile				58					
Science Achievement*	37	52	54	68	59	59	79		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		54	59						

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

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	148
Total Components for the Federal Index	4

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	415
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	1	
ELL				
AMI				
ASN				
BLK	37	Yes	1	
HSP				
MUL				
PAC				
WHT				
FRL	35	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	48			
ELL				
AMI				
ASN				
BLK	58			
HSP				
MUL				
PAC				
WHT				
FRL	58			

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	34			56			37					
SWD	26			46			40				3	
ELL												
AMI												
ASN												
BLK	35			57			38				4	
HSP												
MUL												
PAC												
WHT												
FRL	32			53			41				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	39	57	54	68	71	58	68					
SWD	26	54		50	62							
ELL												
AMI												
ASN												
BLK	40	57	50	68	70	58	64					
HSP												
MUL												
PAC												
WHT												
FRL	40	56	50	66	73	60	64					

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	40	62		63	85		79					
SWD	39			44								
ELL												
AMI												
ASN												
BLK	39	61		61	82		82					
HSP												
MUL												
PAC												
WHT												
FRL	38	56		59	82		81					

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	38%	47%	-9%	54%	-16%
04	2023 - Spring	38%	50%	-12%	58%	-20%
03	2023 - Spring	16%	46%	-30%	50%	-34%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	51%	59%	-8%	59%	-8%
04	2023 - Spring	59%	58%	1%	61%	-2%
05	2023 - Spring	36%	52%	-16%	55%	-19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	26%	48%	-22%	51%	-25%

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 off the 2022-2023 data, our ELA proficiency decreased from 39% to 35%. All ESSR groups (SWD, Black, FRL) did not make the goal over 41%. The lower performance was attributed to new benchmarks and teachers and students trying to understand those and delivering the instruction needed. Also, the testing platform changed and was online. The testing for PM1 and PM2 was similar, whereas PM3 was different and more adaptive.

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

ELA Proficiency dropped from 39% to 35%; Math dropped from 68% to 59%; and Science dropped from 68% to 35%

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.

3rd grade Reading had the greatest gap. We went from 32% in 2021-2022 to 25% in 2022-2023. Also, the state average was 42% compared to our 25%.

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

3rd grade Math showed the most improvement from 47% to 57% proficiency. The biggest difference was the small group instruction with students to remediate benchmarks that students struggled with.

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

ELA Proficiency overall and for all ESSR areas (SWD, Black, FRL) and Science Proficiency

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

ELA for all grades 3rd, 4th, and 5th
Science 5th grade
SWD students making gains and proficiency in Reading.
Black students making gains and proficiency in Reading
Math for all grades 4th and 5th

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.

Based off our 2022-2023 data, we experienced a decrease in proficiency in ELA. We dropped from 39% to 35%. Our ESSR subgroups also saw decreases as a result.

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

Reading Proficiency should increase by 10% overall, as well as in all ESSR subgroups.

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

We will conduct daily walkthroughs of instruction being delivered. We will also monitor weekly remediation data to see if those benchmarks are improving. Data Chats with teachers and students will happen monthly. Goals will be set and monitored, then new goals will be set.

Person responsible for monitoring outcome:

Kathleen Adkins (johnsonk5@duvalschools.org)

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

We will implement "Catch UP" each day which will follow the FCIM model. Both teachers, tutors, and interventionists will reteach benchmarks that majority of students struggled with for 3 days, then reassess on Day 4, and Day 5 offer a smaller group remediation/enrichment for other students. Teachers, Tutors, and Interventionists will use benchmark aligned materials that will allow for a I Do/We Do/You Do. Students will also rotate through centers and also participate in Blended Learning (Reflex, STAR, Performance Matters)

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

More opportunities to work with a benchmark and break it down. This will allow students to have a better understanding of the benchmark and can go deeper with making connections and transferring it from short term to long term.

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.

Based off our 2022-2023 data, we experienced a decrease in proficiency in Math. We dropped from 68% to 59%. Our ESSR subgroups also saw decreases as a result.

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

Math Proficiency should increase by 10% overall, as well as in all ESSR subgroups.

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

We will conduct daily walkthroughs of instruction being delivered. We will also monitor weekly remediation data to see if those benchmarks are improving. Data Chats with teachers and students will happen monthly. Goals will be set and monitored, then new goals will be set.

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.)

We will implement "Catch UP" each day which will follow the FCIM model. Both teachers, tutors, and interventionists will reteach benchmarks that majority of students struggled with for 3 days, then reassess on Day 4, and Day 5 offer a smaller group remediation/enrichment for other students. Teachers, Tutors, and Interventionists will use benchmark aligned materials that will allow for a I Do/We Do/You Do. Students will also rotate through centers and also participate in Blended Learning (Reflex, STAR, and Performance matters)

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

More opportunities to work with a benchmark and break it down. This will allow students to have a better understanding of the benchmark and can go deeper with making connections and transferring it from short term to long term.

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. 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.

We are reopening into a new building but consolidating two other schools with us. So, we need to focus on establishing a positive culture and community as we bring school families together.

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

We will look at Attendance data, house points, referral data, and school and climate surveys.

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

We will monitor by walkthroughs of classrooms. We will monitor our at-risk students through data analysis of grades, referral data, and attendance. We will check in with their teachers and tutors for performance (both academic and behavior).

Person responsible for monitoring outcome:

Kathleen Adkins (johnsonk5@duvalschools.org)

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

We will implement the Ron Clark House System for all students. This will allow students to have a sense of belonging and to work for something bigger than themselves. Students will work towards points for their houses. This will transfer to a House Leader. Points will also be redeemed to shop in our DoJo store each month as part of our PBIS.

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

Students respond to competition and wanting to improve and do better every day. There are also many rewards and opportunities associated with the House System. In past schools I've worked with, this has been successful with bringing together and lifting others up.

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).

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

80% of our students are below grade level in Reading K-2nd and not on track to score a Level 3 or higher on statewide assessments

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

85% of our students are not on grade level in Reading and not on track to score a Level 3 or higher on statewide assessments.

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

By the end of the year, we expect 60% of our students to make gains towards the Level 3 mark by the end of the year.

Grades 3-5 Measurable Outcomes

By the end of the year we expect 50% of our students to be a Level 3 or higher on the statewide assessment.

Monitoring

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

We will monitor our UFLI 3x a year to determine their growth in phonics, phonemic awareness, and fluency. We will monitor our small group/Catch Up implementation weekly through the FCIM process.

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

Adkins, Kathleen , johnsonk5@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?

Teachers are providing benchmark based instruction using the core provided. We are also implementing the UFLI phonics intervention program to assist our students with becoming stronger readers and writers. Our teachers are also pulling small groups based around reading levels to fill gaps and build fluent readers. We are also providing a Catch Up time that will ensure that we close gaps and help students grow a year and a half each year so that we are getting students on grade level at a faster pace.

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?

Yes they would address the identified need of making sure all students are filling gaps and reading on grade level. We would progress monitor 3 times a year for UFLI and weekly for Catch Up.

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
Training faculty and staff on programs/interventions	Adkins, Kathleen , johnsonk5@duvalschools.org
Analyze data and group students	Adkins, Kathleen , johnsonk5@duvalschools.org
Implement intervention/Catch Up	Adkins, Kathleen , johnsonk5@duvalschools.org
Progress Monitor and make adjustments to instruction or proceed	Adkins, Kathleen , johnsonk5@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.

We will disseminate information to families and community by placing copies of it in the main office and the Parent Resource area, as well as the website. We will notify families through our Bloomz Messaging App that the documents will be available to review through the front office, the Parent Resource area, and the website. We will also provide opportunities for families and community members to review and access the documents at planned events such as Orientation, Open House, Title 1 Parent Nights, and SAC meetings. Our school website is: https://dcps.duvalschools.org/rhpearson

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 have Title 1 Parent Nights scheduled throughout the year that we will invite parents too each month. These nights range from data nights to content area nights. These nights are scheduled to inform parents of progress, what their child is doing in class, and how they can help them at home. We will build those positive relationships by providing multiple ways of communication to families. We will communicate through Bloomz Messenger App, Website, Social Media pages, Robo calls, Daily Take Home Folder, and flyers. We will communicate through our BLOOMZ and Rovo calls at least 2-3 times a week. Students will have their daily Take Home Folders that will update families of behavior, homework, and any important events coming up. Our website and social media is updated weekly depending on what is coming up.

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)

The school is providing more opportunities for students to receive remediation during the day based around areas of need. Students are also given more equivalent experiences as far as what they will see closer to testing. We are also implementing the STEAM magnet which will allow students to experience more hands-on, real-world activities. Students will have experiences to connect their learning to and then this will develop a deeper understanding of content.

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 hold developmental meetings with families as well as district to ensure we are providing the programs needed and supports they provide to students.

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))

Our counselor, along with the teachers and parents, identifies students that are in need of counseling. She will determine if they would benefit from Tier 2 or Tier 3 support. Tier 2 would be small group counseling around a need (ie. conflict resolution, social skills, teambuilding). Tier 3 would be more one on one counseling or referring out to a mental health specialist. The mental health specialist will then meet with students based off their treatment designated through diagnosis.
We also provide mentors to our students that fall in the Early Warning Signs categories through 5000Role Models, Pearls of Perfection, and City Year. They monitor their academics, 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 host Career Days, Real Men Read to all of our students. This exposes them to various careers and people in those related fields. We also provide opportunities through our STEM lab so students can explore and learn problem solving skills. Field trips are scheduled to connect academics and STEM so that students can learn more about careers, jobs, and how it connects to their everyday lives.

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).

We use an RtI tiered model for behavior. Tier 1 is what everyone receives- Bloomz/House points, CHAMPs, positive behavior incentives, etc. Tier 2 focuses on interventions, such as second step lessons from guidance, stanford harmony lessons/activities from teacher, and a more individualized behavior plan. Tier 3 involves more intervention such as mentorship, referrals to MRT, FBA in place, more detailed behavior support plan.
Of course, even s we are progressing through the tiers we are conferencing with the MRT team and the parent. We are discussing additional strategies that could be tried in the classroom and at home. Once we have gone through all avenues then further action would be taken by our MRT team.

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))

Our teachers and paraprofessionals go through Professional development around content, curriculum, and interventions. All paras can deliver interventions to our students with deficits. We meet in common planning to analyze data and plan lessons based off the benchmark and where students may need clarification. We also provide monthly WOW Wednesdays so that teachers can plan together for an extended period of time and collaborate ideas. We retain teachers by eliminating barriers so they can focus on instruction and students. We recruit teachers by finding the best and then getting out of their way and allowing them to do their job.

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))

As students transition from PreK into Kindergarten we invite families to Transition to Kindergarten Nights. We hold 2 a year so that we can get as many families as possible. During these meetings we give them what they need to do to help make the transition smooth. We discuss academics, schedule differences, and differences for families. They walk away knowing how to prepare their children over the summer and how to enroll students into school.

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: 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.

Yes