

Duval County Public Schools

Chaffee Trail Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Chaffee Trail Elementary

11400 SAM CARUSO WAY, Jacksonville, FL 32221

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

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.

To Provide the basis for all students to become life long learners and well rounded citizens

Provide the school's vision statement.

Engage all students in meaningful work, Empower them to become responsible for their own learning, So that they Excel as productive citizens.

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
Doyle, Casie	Principal	Managerial Systems oversight Academic and curriculum leader PD director and planning and delivery Data annalyst Parent conferences PR Cast - Evals IPDP - review and support
Rock, Erin	Assistant Principal	Principal Designee - Discipline, Transportation, CLC leader math, PD, Tiitle I, Cast, Teacher morale, Student incentives, and systems review, data annaylst and small group oversight. Community involvement

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.

SAC and Steerring (department leads) meet monthly to review and discuss the needs of the school. Setting goals measuring progress thru data points. Mid year we meet to have a data review and reflection on where we are in meeting our goals and what if any layers need to be added to our SIP plan to ensure progress. In May we (SAC/STEERING)met to discuss data we had from state assessments and decided upon our next steps and goals.

SIP Monitoring

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

Monthly Data Chats with CLC

Weekly reflections by leadership team of teacher and student progress in reaching our SIP goals

Weekly CLC planning sessions ensuring our focus remains on our strategized plan

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	65%
2022-23 Economically Disadvantaged (FRL) Rate	86%
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) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	3	51	53	64	44	44	0	0	0	259	
One or more suspensions	1	4	4	3	4	15	0	0	0	31	
Course failure in English Language Arts (ELA)	0	0	0	3	1	0	0	0	0	4	
Course failure in Math	0	0	0	2	1	0	0	0	0	3	
Level 1 on statewide ELA assessment	0	0	0	3	34	59	0	0	0	96	
Level 1 on statewide Math assessment	0	0	0	4	28	44	0	0	0	76	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	51	40	57	0	0	0	0	0	154	

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	3	32	18	34	35	50	0	0	0	172

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	8	0	4	1	0	0	0	0	16
Students retained two or more times	0	1	0	0	0	1	0	0	0	2

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	3	41	45	42	37	30	0	0	0	198	
One or more suspensions	0	1	2	2	7	3	0	0	0	15	
Course failure in ELA	3	3	0	4	12	3	0	0	0	25	
Course failure in Math	2	2	0	5	14	2	0	0	0	25	
Level 1 on statewide ELA assessment	0	0	0	0	36	29	0	0	0	65	
Level 1 on statewide Math assessment	0	0	0	0	36	22	0	0	0	58	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	16	29	43	0	0	0	0	0	92	
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	14	29	39	31	23	0	0	0	140

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	2	0	8	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	3	41	45	42	37	30	0	0	0	198	
One or more suspensions	0	1	2	2	7	3	0	0	0	15	
Course failure in ELA	3	3	0	4	12	3	0	0	0	25	
Course failure in Math	2	2	0	5	14	2	0	0	0	25	
Level 1 on statewide ELA assessment	0	0	0	0	36	29	0	0	0	65	
Level 1 on statewide Math assessment	0	0	0	0	36	22	0	0	0	58	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	16	29	43	0	0	0	0	0	92	
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	14	29	39	31	23	0	0	0	140

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	2	0	8	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students 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*	43	48	53	54	50	56	53		
ELA Learning Gains				63			51		
ELA Lowest 25th Percentile				49			46		
Math Achievement*	56	58	59	67	48	50	57		
Math Learning Gains				71			49		
Math Lowest 25th Percentile				68			21		
Science Achievement*	59	52	54	62	59	59	50		
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	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	202
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	62

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	434
Total Components for the Federal Index	7
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	35	Yes	1	
ELL				
AMI				
ASN				
BLK	45			
HSP	41			
MUL	50			
PAC				
WHT	60			
FRL	44			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	47			
ELL				
AMI				
ASN				
BLK	58			
HSP	46			

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%
MUL	70			
PAC				
WHT	72			
FRL	59			

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	43			56			59					
SWD	25			35			43				4	
ELL												
AMI												
ASN												
BLK	39			52			48				4	
HSP	30			41			45				4	
MUL	44			56							2	
PAC												
WHT	53			68			69				4	
FRL	35			50			55				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	54	63	49	67	71	68	62					
SWD	26	53	60	45	59	50	39					
ELL												
AMI												
ASN												

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
BLK	49	59	45	63	69	62	57					
HSP	35	36		43	71							
MUL	67	69		76	67							
PAC												
WHT	63	71	64	75	74	82	73					
FRL	47	60	53	56	73	74	50					

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	53	51	46	57	49	21	50					
SWD	36	43	27	50	45		35					
ELL												
AMI												
ASN												
BLK	45	43	33	51	40	8	37					
HSP	32			23	30							
MUL	64			53								
PAC												
WHT	64	63	58	70	62	40	66					
FRL	48	48	50	48	46	22	45					

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	55%	47%	8%	54%	1%
04	2023 - Spring	37%	50%	-13%	58%	-21%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	40%	46%	-6%	50%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	61%	59%	2%	59%	2%
04	2023 - Spring	49%	58%	-9%	61%	-12%
05	2023 - Spring	65%	52%	13%	55%	10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	59%	48%	11%	51%	8%

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.

Reading Proficiency- Contributing factors lose of learning time for some grades during covid, Lack of strong reading intervention programs devoted to k,1 &2 due to focus of propping up 3-5 with mutiple supports. Lack of guided readed practice that encompass all aspects of reading.

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

Reading Proficiency- as listed above

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.

Reading proficiency

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

NA

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

Reading Proficiency in rising 4th graders and 3rd graders. This year 4th and 5th grades. Concerns with 2nd graders coming into 3rd grade stamina and comprehension skills.

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

1. 3rd grade readers
- 2 reading gains 3(repeaters)-5
3. Math proficiency
4. Science proficiency
5. Math Gains 4-5

Area of Focus

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

#1. Positive Culture and Environment specifically relating to 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.

School attendance data and referral data show a large portion of correlation among success or lack thereof with those students with more than 20 days absences in a school year and 3 referrals.

Measurable Outcome:

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

Less than 20 students with more than 20 days absence
Less than 10 students with more than 3 referrals in a year

Monitoring:

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

- *CLC conversation around culture of the school and teacher role in building relationships with students and families
- *DATA chats around common area referrals and reviews of common area guidelines for success with learning community.
- * quarterly assemblies reviewing the data with as a school incentivizing and recognizing success a
- *Monthly PRIDE Bingo school wide rewarding character and attendance for the month
- *school wide lesson plan for expectations beginning day 1 in every class including expectations for Arrival, Cafe, Resource transitions, Recess, dismissal, and assemblies.

Person responsible for monitoring outcome:

Erin Rock (rocke1@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.)

PBIS will be used implementing clear guidelines with examples of achievement through out the building via lessons, morning news, posters, banners, assemblies, etc.
Attendance data chats will be include in monthly check ins with students and families with the assistance of AIT team and Student success grade level teams.,

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students who feel a pride and belonging to something will benefit from the internal motivation that comes in the reward or setting and reaching a goal and will apply the process to all areas of life.

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.

Book study Campus wide - Eric Jenson Poor student Rich teaching

Person Responsible: Erin Rock (rocke1@duvalschools.org)

By When: August to January

#2. Instructional Practice specifically relating to Small Group Instruction**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.

Lack of student growth overall in reading and math indicate a need for more differentiated instruction meeting the needs of students. This can be addressed during well defined and monitored small group relevant instruction

Measurable Outcome:

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

Measurable Outcome: Increase Reading Proficiency in 3rd grade from 40% to 57%

•

Monitoring:

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

Weekly CLC meetings addressing small group development of plans and supports

Monthly data chats using diagnostice from multiple sources.

Daily walk thrus revolving around scheduled small group times for Admin team

ILT team monthly meetings reflecting on SIP goals and next steps

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.)

Weekly CLC meetings addressing small group development of plans and supports

Monthly data chats using diagnostice from multiple sources. (iready, start, progress learning, reflex, benchmark, etc.

Daily walk thrus revolving around scheduled small group times for Admin team

CLC conversations around the reading Sharon Walpole how to plan differentiated reading k-3 and Differntiated reading instructiongrades 4/5.

Add 30 minutes per day of WIN time to master schedules to provide students with targeted intervention based on individual reading deficiencies.

Send all 3rd grade VE teachers to UFLI training.

Weekly common planning focused on small group differentiated instruction.

Data Chats with teachers after each new data round.

Quarterly Instructional Rounding looking at effective small group instruction.

Tutor groups provided twice a week for 3rd grade bubble students – implementing Progress Learning

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Many new staff members who are in their first and 3rd year. As well as teachers who are in their second career, Alternatively certified, lack the knowledge and understanding of the way of work. Those who may implement the practive of small group instruction needs sharpening and reminding of the prinicipals and practice.

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.

DATA CHATS

Person Responsible: Casie Doyle (crawfordc2@duvalschools.org)

By When: Each round of relevant data sets

#3. -- Select below -- specifically relating to**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.

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

#4. -- Select below -- specifically relating to**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.

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).

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

all k-2 is above 50%grade level proficiency

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

Current 5th graders scored less than 50% proficiency

Current 4th graders scored less than 50% proficiency

Current 3rd graders scored less than 50% proficiency

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

na

Grades 3-5 Measurable Outcomes

Grades 3-5 will reach minimally 57% proficiency

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.

DATA Review to set Small group instruction goals weekly at CLC's

Data review to set WIN (what I need Now) monthly during clc's

Over all PM data chats to discuss remediation and review teacher led and small group instruction

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Doyle, Casie, crawfordc2@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?

UFLI - phonics and fluency programing

Progress Learning students work and center work

Benchmark Curriculum

Walk Thru Weekly feedback

Freckle

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 students are set in groups based on their individualized needs and progress monitor

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
Professional learning UFLI and Progress Learning.	Doyle, Casie, crawfordc2@duvalschools.org
CLC's Data Chats reviewing progress and developing center activities with performance measurement	Doyle, Casie, crawfordc2@duvalschools.org
Literacy Coach Cycles- review of centers and WIN time	Doyle, Casie, crawfordc2@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.

Monthly SAC meetings with SIP discussion and progress monitoring reflections

Monthly PTA meetings with SIP discussion and progress monitoring reflections

School Parent news letter monthly

CHAT and CHEW social media facebook live sessions on going through out the year with SIP goals and progress monitoring report outs

Mid Year Steak holder annual meeting

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))

Quarterly parent nights via Title I to boost parent participation and knowldge of their students specific support needs and resources available to them.

CHAT AND CHEW socia Media live sessions

Bloomz communication

Title I compact in conferencing

school webpage

Call outs

Chaffee Trail Mix monthly newsletter

PTA meetings

SAC meetings

agenda's

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))

Streamline teaching schedule and monitoring the schedule to ensure it is implemented with fidelity limiting any loss of learning time

Provide tiered support for teachers specific to their academic needs

Provide cllc lesson planning with a heavier focus on small group tiered instruction.

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))

na

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))

Calm Classroom is implemented miniammally twice a day

Guidance Counselor with teachres ensure that students in need of additional mental health support have options (HAZEL health, school full service counselor, VE teacher supports) all including strategies for success for students and their families.

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))

Career Day is annual in the spring.

Monthly focus on adacemics in the work force on our morning news show (example scientist of the week in March, Artist of the week in February, etc)

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 a school wide PBIS model and have implemented a MUSTANG Pride program for students modeling Positive attitude, respect to others, integrity, determination, engagement.

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))

CLS's are weekly and include data review. We have two book studies this year. Poor Students Rich Teaching by Eric Jenson and How to plan diffentiated reading instuction.

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))

We have a summer meet and greet with parents of new students specifically those students enrolling in Kindergarten. We also have a parent information program for those new to K.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Small Group Instruction	\$0.00
3	III.B.	Area of Focus: -- Select below --:	\$0.00
4	III.B.	Area of Focus: -- Select below --:	\$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