

Duval County Public Schools

# Abess Park Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Abess Park Elementary School

12731 ABESS BLVD, Jacksonville, FL 32225

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

### 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.

Success... All Students... All Standards

#### Provide the school's vision statement.

Abess Park Elementary School is committed to providing high quality educational opportunities that will inspire all students to aspire to learn, acquire the knowledge, and accomplish all standards.

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

#### School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Shore, Kristin	Principal	
Weller, Corinne	Assistant Principal	
Hayden, Amanda	Teacher, K-12	Reading Interventionist
Wright, Mary Catherine	Teacher, K-12	Math Interventionist

#### 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.

The development of the SIP is based on our current and trend school data along with the input of all stakeholders. Throughout the school year, staff provides feedback on the effectiveness of strategies and resources for student achievement. The school leadership team meets weekly, reviewing data, discussing teacher input, and classroom observations to plan next steps. Our families along with the community are invited to attend the Title 1 Developmental Meeting and Annual Meeting to discuss data, goals, resources and strategies. Our SAC, which includes all required stakeholders, participates in the same discussions. All are encouraged to provide input for the continuous improvement of our school and success of our students.

#### 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 effectiveness of the SIP is monitored as formal and informal data is collected throughout the school year. Adjustments are made as new information is obtained, resources shift, or expected growth is not being met.

During pre-planning and at mid-year, staff as well as families and the community provide further input into the SIP, making recommendations for additions, deletions, and/or adjustments. Our SIP is revised as needed at the beginning and middle of the school year, as well as at additional points if so needed.

### Demographic Data

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	61%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	85%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: B
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	30	23	25	19	25	0	0	0	122	
One or more suspensions	0	1	1	1	1	2	0	0	0	6	
Course failure in English Language Arts (ELA)	0	0	1	0	1	0	0	0	0	2	
Course failure in Math	0	0	0	0	1	0	0	0	0	1	
Level 1 on statewide ELA assessment	0	0	0	0	11	15	0	0	0	26	
Level 1 on statewide Math assessment	0	0	0	0	10	12	0	0	0	22	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	34	13	19	0	0	0	0	0	66	

**Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	19	7	6	8	13	0	0	0	53

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	3	22	18	20	27	31	0	0	0	121	
One or more suspensions	0	0	0	3	1	2	0	0	0	6	
Course failure in ELA	2	1	0	0	0	0	0	0	0	3	
Course failure in Math	1	0	0	0	0	0	0	0	0	1	
Level 1 on statewide ELA assessment	0	0	0	1	14	25	0	0	0	40	
Level 1 on statewide Math assessment	0	0	0	0	14	19	0	0	0	33	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	4	19	19	0	0	0	0	0	44	

**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	3	9	11	9	13	0	0	0	47



**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	1	0	1	0	0	0	0	0	6
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	22	18	20	27	31	0	0	0	121	
One or more suspensions	0	0	0	3	1	2	0	0	0	6	
Course failure in ELA	2	1	0	0	0	0	0	0	0	3	
Course failure in Math	1	0	0	0	0	0	0	0	0	1	
Level 1 on statewide ELA assessment	0	0	0	1	14	25	0	0	0	40	
Level 1 on statewide Math assessment	0	0	0	0	14	19	0	0	0	33	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	4	19	19	0	0	0	0	0	44	

**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	3	9	11	9	13	0	0	0	47

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	1	0	1	0	0	0	0	0	6
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*	53	48	53	58	50	56	61		
ELA Learning Gains				67			71		
ELA Lowest 25th Percentile				50			55		
Math Achievement*	71	58	59	62	48	50	65		
Math Learning Gains				78			65		
Math Lowest 25th Percentile				73			37		
Science Achievement*	70	52	54	67	59	59	69		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress	42	54	59	93			65		

\* 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	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	304
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	69

**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	548
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)****2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	42			
ELL	47			
AMI				
ASN	74			
BLK	55			
HSP	62			
MUL	67			
PAC				
WHT	71			
FRL	53			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	48			
ELL	66			
AMI				
ASN	70			
BLK	55			
HSP	61			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
MUL	75			
PAC				
WHT	69			
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**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	53			71			70					42
SWD	25			48			43				4	
ELL	40			65			42				4	42
AMI												
ASN	67			81			73				3	
BLK	41			57			55				4	
HSP	47			80			69				4	
MUL	65			70			69				4	
PAC												
WHT	54			76			79				4	
FRL	41			61			53				4	

**2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2020-21</b>	<b>C &amp; C Accel 2020-21</b>	<b>ELP Progress</b>
All Students	58	67	50	62	78	73	67					93
SWD	41	51	37	45	62	53	47					
ELL	48	67		52	72							93
AMI												
ASN	50	79		70	79							

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	51	59	31	51	66	69	60					
HSP	52	64		55	73							
MUL	71	63		76	88							
PAC												
WHT	62	71	50	67	84		80					
FRL	47	56	43	53	75	73	67					

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	61	71	55	65	65	37	69					65
SWD	38	65		43	47		39					
ELL	45			59								65
AMI												
ASN	61			78								
BLK	43	53		52	60		44					
HSP	54	70		54	70		70					70
MUL	59	50		48	20		50					
PAC												
WHT	72	84		77	72		77					
FRL	51	67		53	58	36	56					

### 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	60%	47%	13%	54%	6%
04	2023 - Spring	46%	50%	-4%	58%	-12%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	67%	46%	21%	50%	17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	77%	59%	18%	59%	18%
04	2023 - Spring	69%	58%	11%	61%	8%
05	2023 - Spring	79%	52%	27%	55%	24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	71%	48%	23%	51%	20%

### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The 22/23 data reveals that ELA proficiency performed lowest, specifically our fourth grade students. Over the past six state assessed school years, our ELA data has stayed within a range of 6%, primarily trending up/down 1% to 2%. During this school year, our fourth grade classes had especially high class size and only one teacher per subject on the grade level. Our highest performing grade level in ELA was third grade. Half of our third grade students received arts integration instruction once weekly from the Cathedral Arts Project. Our teachers planned lessons with the CAP teacher within the current benchmark of focus.

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

The greatest decline in proficiency data (no state growth data available) was also in ELA. Our proficiency level dropped 1%, however this data is collected from two different test types. Again, this is primarily because of the low performance from our fourth grade classes. Both math and science scored higher proficiency levels on the FAST then previously scored on the FSA.

**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 greatest gap in comparison from the school to the state average is in fifth grade science at 20%. Our science scores have been trending up in the past three years. This school year we had two science teachers in fifth grade as well as the creation of a new, improved science lab for richer inquiries and increased student participation in the scientific process.

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

Our math component showed the most improvement with an increase of 11%. This past school year our 3rd-5th grades began working with B.E.S.T. Kindergarten through fifth grade also received new math materials for instruction. Students were encouraged to improve their basic math facts to reach automaticity which benefitted them greatly in learning and understanding new concepts and achieving higher scores. There was increased autonomy for teachers to make decisions regarding mathematical instruction for their specific classes.

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

The 22/23 data indicates 25% of students have missed 20 or more days of school. Our school has been without a school counselor 4 of the last 5 years. A counselor helps build strong relationships between students, families, and school staff. Collaboration with all stakeholders about the importance and positive benefits to be on-time and present to school with interventions to assist are necessary.

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

ELA Proficiency  
 ELA Gains, including LPQ  
 ELA 3rd Grade (with Cathedral Arts Project collaboration)  
 Math Gains, including LPQ  
 Students absent 20 or more days

**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.

Total Reading Proficiency has decreased from 62% to 57% over the last three years. Our school's reading scores are historically are lower than math and science. Fourth grade reading proficiency decreased 12 points from 21/22 to 22/23.

**Measurable Outcome:**

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

65% of third grade ELA students will score in the proficient range on aligned benchmark assessments and on the F.A.S.T.

65% of fourth grade ELA students will score in the proficient range on aligned benchmark assessments and on the F.A.S.T.

60% of fifth grade ELA students will score in the proficient range on aligned benchmark assessments and on the F.A.S.T., an increase of 14 points.

**Monitoring:**

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

Grade-level benchmark-based equivalent assessments will be developed/reviewed/monitored bi-weekly in Collaborative Planning, review of lesson plans, student data analysis and class/grade-level data. Data will be collected and analyzed using classroom walk throughs.

- Bi-weekly 90 minute common planning sessions will provide in-depth data analysis and planning of grade-level tasks and equivalent exit tickets/assessments.
- Data Chats with teachers to discuss the most current data set as it is received.

**Person responsible for monitoring outcome:**

Kristin Shore (shorek@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.)

Benchmark-aligned equivalent instruction and assessments ensure that students are mastering grade-level benchmarks. Focused data based small group instruction provided for students.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Build a culture of benchmark-based instruction, with all content area teachers, through focused common planning, that aligns instruction, materials, tasks, and assessments will impact student achievement.

**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.



Provide teachers with grade-level benchmarks. During bi-weekly Administrative Common Planning (ACP) student data/work will be utilized to facilitate deep conversation around benchmarks that impact instruction, task, materials, and assessments.

**Person Responsible:** Kristin Shore (shorek@duvalschools.org)

**By When:** Initial Date Before August 14, 2023 (the first day of school) On-going Collaborative common planning/Data Chats

Collaborate with grade levels and Interventionists in Administrative Common Planning to create benchmark-aligned equivalent assessments; review benchmark-aligned student tasks, unpack appropriate benchmarks, as appropriate.

**Person Responsible:** Kristin Shore (shorek@duvalschools.org)

**By When:** On-going

Data Chats: Collaboratively analyze student data post-assessment to provide needed interventions, reteaching, and/or adjustments to the benchmark-aligned instruction and equivalent assessment, if needed.

**Person Responsible:** Kristin Shore (shorek@duvalschools.org)

**By When:** On-going

Coordinate teacher and data identifying needed interventions with our Full-Time Media Specialist, Reading Interventionist, Math Interventionist and part-time primary tutor to streamline interventions for grade-level benchmarks students have not yet mastered (positions funded through Title 1 funds).

**Person Responsible:** Kristin Shore (shorek@duvalschools.org)

**By When:** On-going

Title I will fund classroom supplies, toners, and other materials that will be used to positively impact student achievement.

**Person Responsible:** Kristin Shore (shorek@duvalschools.org)

**By When:** October 2023

Title I will fund additional classroom texts, resources and other materials teachers and students need to improve their academic performance.

**Person Responsible:** Kristin Shore (shorek@duvalschools.org)

**By When:** March 2024

**#2. Positive Culture and Environment specifically relating to Early Warning System****Area of Focus Description and Rationale:**

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

Students with chronic absenteeism (more than 20 days during the 2022-2023 school was 25%.

Our school has many absent and tardy students daily. The school has been without a school counselor 4 of the last 5 years. There is a need to strengthen relationships between students, families, and school staff and provided interventions to all stakeholders to help reduce absences.

**Measurable Outcome:**

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

Reduce number of students with chronic absenteeism from 25% (22/23) of students to 20%.

**Monitoring:**

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

Attendance data and attendance contracts will be collected through:

- Monthly Attendance meetings with leadership, social worker, and school counselor to modify focus lists.
- Monthly ART meetings with parents to look for solutions.
- Title I Parent/Student/Teacher Compact provides responsibilities for all stakeholders.
- Parent/Student/Teacher Conferences review the progress of strategy implementation.

**Person responsible for monitoring outcome:**

Kristin Shore (shorek@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.)

School counselor will provide support interventions and focus areas for families.

- Provide priority list of relationships to build from Early Warning Systems for new School Counselor.
- Monthly Attendance meetings with leadership, social worker, and school counselor to modify focus lists.
- Monthly ART meetings with parents to look for solutions.
- Title I Parent/student/Teacher Compact
- All students will participate in Wellness Wednesdays and Calm Classroom.
- Implement additional positive student supports, rewards, and incentives (daily, weekly, monthly, quarterly)
- Communicate the list of support networks to all stakeholders at orientation, on social media, and in our Parent Resource Room

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The intervention strategies are designed to strengthen communication between students, families, and school staff. By collaborating with all stakeholders, to share the importance and positive benefits to be on-time and present to school we will be better able to meet all students' needs. An increase in attendance, assists students in focusing on continuous learning, and an builds an improved positive school climate.

**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.

- Monthly Attendance meetings with leadership, social worker, and school counselor to modify focus lists along with Monthly ART meetings with parents to look for solutions.

**Person Responsible:** Kristin Shore (shorek@duvalschools.org)

**By When:** On-going

Communicate the list of support networks to all stakeholders at orientation, on social media, and in our Parent Resource Room. A priority list of relationships to build from Early Warning Systems will be provided for new School Counselor.

**Person Responsible:** Kristin Shore (shorek@duvalschools.org)

**By When:** At the beginning of the 2023-2024 school year. (by September 30, 2023)

Students will be provided with

- Positive student supports, rewards, and incentives (daily, weekly, monthly, quarterly)
- Sign and participate the Title I Parent/Student/Teacher Compact
- All students will participate in Wellness Wednesdays and Calm Classroom.
- Implement additional positive student supports, rewards, and incentives (daily, weekly, monthly, quarterly)
- All students will participate in Wellness Wednesdays and Calm Classroom.

**Person Responsible:** Kristin Shore (shorek@duvalschools.org)

**By When:** On-going

**#3. 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.

Our trend data represents inconsistency in achieving 65% or above in reading and math lowest performing quartile gains. Delivery of small group/intervention instruction needs to reflect individual student needs in collaboration with the Reading and/or Math Interventionists, VE Resource teachers, and Administration, scores will increase in proficiency, learning gains, and the lowest performing quartile gains. Focused, targeted lessons will increase student gains across subgroups (L25%, ELL, SWD, Black, White)

**Measurable Outcome:**

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

Increase Lowest Performing Quartile Gains from 50% (21/22) to 65% in Reading

Increase Lowest Performing Quartile Gains from 73% (21/22) to 78% in math while improving consistency (37% in 20/21).

**Monitoring:**

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

Bi-weekly common planning sessions (90 minutes) to provide more in-depth data analysis and planning of small group instructional strategies, tasks and equivalent exit tickets/progress monitoring assessments. Data Chats with teachers to discuss the most current data set as it is received.

**Person responsible for monitoring outcome:**

Kristin Shore (shorek@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.)

- Maintain knowledgeable, experienced teachers at their current grade levels who achieved successful scores.
- Small group/intervention time has been strategically worked into the master schedule for all grade levels in reading and math.
- Teachers observe their peers for specific strengths and strategic planning in centers and intervention strategies.
- Reading and Math Interventionists attend monthly coaching sessions in their respective subjects.
- Teachers attend bi-weekly collaborative planning sessions focused on small group instruction.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

If teachers plan small group/intervention instruction based on individual student needs in collaboration with the Reading and/or Math Interventionists, VE Resource teachers, and Administration, scores will increase in proficiency, learning gains, and the lowest performing quartile gains.

**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.

Small group/intervention time has been strategically worked into the master schedule for all grade levels in reading and math.

**Person Responsible:** Kristin Shore (shorek@duvalschools.org)

**By When:** On-going

Teachers observe their peers for specific strengths and strategic planning in centers and intervention strategies.

**Person Responsible:** Kristin Shore (shorek@duvalschools.org)

**By When:** On-going

Bi-weekly common planning sessions (60-90 minutes) to provide more in-depth data analysis and planning of grade-level tasks and equivalent exit tickets/assessments.

**Person Responsible:** Kristin Shore (shorek@duvalschools.org)

**By When:** On-going

Data Chats with teachers to discuss the most current data set as it is received.

**Person Responsible:** Kristin Shore (shorek@duvalschools.org)

**By When:** On-going

Reading and Math Interventionists attend monthly coaching sessions in their respective subjects.

**Person Responsible:** Kristin Shore (shorek@duvalschools.org)

**By When:** On-going

### 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).

NA

### 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

In 22.23, all grade levels scored above 50% proficiency in ELA on FAST PM3; Kdg. scored 60%, 1st grade 76%, and 2nd grade students scored 79% proficient moving into 3rd grade for 23/24. Forms of data used were Amira (2nd only at EOY), STAR/Freckle, iReady, Waterford, and classroom and district level assessments. Therefore, delivery of small group/intervention instruction in collaboration with the VE Resource teacher and Administration, as applicable, will reflect individual student needs to increase the likelihood of being on track for ELA proficiency by the 23/24 FAST PM3. Focused, targeted lessons will increase student gains.

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

In 22/23, 4th Grade was the only intermediate grade level to have less than 50% of students proficient in ELA on the FAST PM3 at a scoring of 46%; our overall ELA FAST PM3 proficiency is 57%. 3rd Grade scored the highest of the intermediate grade levels at 67% proficient. Our 2nd grade students, in 3rd grade for the 23/24 school year, scored 79% proficient in ELA. To address the concern of only 46% of our now 5th graders proficient on the FAST PM3, scheduling allowed for two ELA teachers to be provided in 5th grade for the 23/24 school year to support student growth to reading proficiency. Forms of data used were Amira, STAR/Freckle, Achieve 3000, iReady, and classroom and district level assessments. Therefore, delivery of small group/intervention instruction in collaboration with the VE Resource teacher, Reading Interventionist, and Administration, as applicable, will reflect individual student needs to increase the likelihood of being on track for ELA proficiency by the 23/24 FAST PM3. Focused, targeted lessons will increase student gains.

### 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

In 22/23, all grade levels scored above 50% proficiency in ELA on FAST PM3; Kdg. scored 60%, 1st grade 76%, and 2nd grade students scored 79% proficient moving into 3rd grade for 23/24.

For the 23/24 school year, we have set the following goals: Kdg at 65% proficiency and 1st grade and 2nd grade maintain or increase their previous proficiency levels of 1st grade at 76% proficiency and 2nd grade at 79% proficiency.

We will use the following forms of data to monitor student performance and achievement throughout the year: Amira (2nd only at EOY), STAR/Freckle, iReady, Waterford, and classroom and district level assessments. We will continue to deliver small group/intervention instruction with targeted lessons created through collaboration with the VE Resource teacher and Administration, as applicable, that reflect individual student needs to increase the likelihood of being on track for ELA proficiency by the 23/24 FAST PM3. Focused, targeted lessons will increase student gains across subgroups.

## Grades 3-5 Measurable Outcomes

In 22/23, 4th Grade was the only intermediate grade level to have less than 50% of students proficient in ELA on the FAST PM3 at a scoring of 46%; our overall ELA FAST PM3 proficiency is 57%. 3rd Grade scored the highest of the intermediate grade levels at 67% proficient. Our 2nd grade students, in 3rd grade for the 23/24 school year, scored 79% proficient in ELA.

For the 23/24 school year, we have set the following goals: 65% of third grade ELA students will score in the proficient range; 65% of fourth grade ELA students will score in the proficient range; 60% of fifth grade ELA students will score in the proficient range.

We will use the following forms of data to monitor student performance and achievement: Amira, STAR/Freckle, Achieve 3000, iReady, and classroom and district level assessments. We will continue to deliver small group/intervention instruction with targeted lessons created through collaboration with the VE Resource teacher, Reading Interventionist, and Administration, as applicable, that reflect individual student needs to increase the likelihood of being on track for ELA proficiency by the 23/24 FAST PM3. Focused, targeted lessons will increase student gains across subgroups.

## 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.

Only our current 5th grade students previously scored less than 50% proficiency in ELA (46%). All grade levels will be closely monitored to maintain/increase their 22/23 ELA proficiency levels. Bi-weekly common planning sessions (60 minutes) are provided to more closely participate in/monitor in-depth data analysis for planning small group instructional strategies, tasks, and equivalent exit tickets/progress monitoring assessments. Data Chats with teachers by individual student, especially those not yet at reading proficiency, will occur regularly to discuss the most current data set as it is received for student growth. Classroom walk-throughs will be used to monitor the delivery of lessons and small group instruction.

### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Shore, Kristin, shorek@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?

Benchmark-aligned equivalent instruction and assessments ensure that students are mastering grade-level benchmarks. Focused data based small group instruction is provided for students through Benchmark Advance materials. Teachers also have access to Freckle, UFLI, LLI, and Heggerty Bridge the Gap, as appropriate by individual student needs.

**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?

The alignment of benchmark-based instruction with evidence-based programs align instruction, materials, tasks, and assessments to positively impact student achievement.

**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
One or more teachers per grade level will attend district level region monthly cohort professional development in ELA. Information gained from the PD will be shared with peers of the same grade level at the bi-weekly Administrative Common Planning sessions and utilized during peer classroom visits to identify the use of the new learning.	Shore, Kristin, shorek@duvalschools.org
Lesson plans and regular classroom walk-throughs by Administration will ensure alignment to benchmarks, evidence-based instructional materials, and daily implementation of small group instruction.	Shore, Kristin, shorek@duvalschools.org
Bi-weekly Administrative Common Planning will include regular data chats to analyze individual student's multiple data points and aligned small group instruction of identified areas of needed growth for academic success in reading.	Shore, Kristin, shorek@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.

Stakeholders will be provided information about the SIP through the platforms below:

SAC meetings

Title I Annual Meeting

PTA meetings/family nights

Social Media sites

Monthly Newsletter "Paw Prints"

Blackboard Communicator/BLOOMZ Emails, Calls, Texts

School Website:

<https://dcps.duvalschools.org/abesspark>

Click on Parents, Title I to access the Title I Plan and Student Compact.

**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))

Our school provides:

-Variety of student opportunities to participate in positive school activities that promote emotional, social, academic, and behavioral growth. We offer Safety Patrols, Teacher's of Tomorrow, Abess Park News Network, Girls On the Run, Gentleman on the Go, Art Club, Science Club, band, chorus, and Student

Council.

-School-Parent Compact forms and conferences with teachers will be held in the first semester.

-Title 1 Parent Meetings will take place at designated times (to precede a parent night event) indicated to be

convenient by our families on previous surveys. We will involve parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title 1 programs by inviting and engaging parents in the developmental meeting, annual meeting and SAC.

-The Parent Resource Room will be a safe space for families to engage in the school setting by hosting/ participating in learning sessions, checking out materials, utilizing supplies and resources and volunteering

to organize or utilize non-perishable food items and coordinate with our business/faith-based partners. The

advertisement of our Parent Resource Room will occur through Blackboard Communicator/BLOOMZ (email, text,

phone, website, social media), fliers, events, and tours to increase usage. Our Parent Resource Room was relocated to our Front Lobby in the 22/23 school year to increase awareness and usage.

-School Advisory Council (SAC) is comprised of active community members, parents, and school representatives. SAC provides valuable input into budgetary decisions, safety decisions, and overall school improvement. Monthly meetings are conducted which includes the Annual Mid-Year Stakeholders' Meeting that looks at student achievement data.

-School Website: provides easy access to update information for all stakeholders.

<https://dcps.duvalschools.org/abesspark>

Click on Parents, Title I to access the Title I Family Engagement Plan and Student Compact.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

Our school current school grade is an A. To maintain our grade, we will:

-Focus on ELA instructional practices and small group planning and strategies. The strategies, task, and progress monitoring assessments will be selected based on current student data. Bi-weekly collaborative planning and data analysis sessions will be on-going.

- Build strong, positive relationship and maintaining transparency as the core foundation of our school culture. Communication is key. Our school is involved with initiatives such as:

-Parent day and night events for state assessments/data, math/science, literacy and Autism awareness/ acceptance and the arts will serve as an opportunity for the school to share the curriculum of our District/ school, assessment achievement levels, requirements and answer questions for families. Open House will provide an overview of academic and behavioral expectations and school procedures, including how to address specific concerns or needs.

-Through the use of our parent nights and business/ faith-based and volunteer partnerships, we will increase the attendance of families to each event as well as improve communication between home and school on an ongoing basis. We will continue to highlight our partnerships with local businesses and communities on our school campus, our website, school newsletters and at businesses/churches. Combine evening family events to increase the purposefulness for families as well as beginning the event earlier and slightly extending the time of the event.

- Parents are welcome at all times. All families are encouraged to complete a volunteer application for chaperoning, classroom volunteering, etc.

**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))**

N/A

**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 school utilizes Full-Service Schools referrals to provide individual counseling for students, with parent permission. Without a school counselor for four of the past five school years, we are delighted to again provide a full-time on-campus school counselor for students. Students are provided with daily Calm Classroom breaks and participate in monthly Wellness Wednesday lessons. We highlight a monthly character trait that is supported through our Student of the Month and Kids of Character celebrations. Additional extra-curricular programs, such as Girls on the Run (national) and Gentlemen on the Go (created at our school), focus on the keeping the body and mind healthy.

**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))**

As an elementary school, we partner with local middle schools to help our intermediate students plan for their future. Middle Schools are invited to our family events and to participate in various school day activities. Our science club features monthly community members working in careers based on science. The band and/or chorus along with music resources classes study various performing artists while the Art Club and art resource study visual artists. In the 23/24 school year, all of our third grade students will benefit from a weekly collaborative ELA lesson in arts integration through the Cathedral Arts Project. Our third grade students outscored both 4th and 5th grades in the ELA FAST assessment in 22/23.

**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).**

Our school follows the PBIS Model to provide positive behavior intervention supports to all students. The guidelines to success are used to empower students along with incentives and rewards for specific behaviors, such as helping others. Students in need of additional support are provided social skills lessons in small group settings focused on their specific area(s) of need. Individual students requiring more resources are provided a referral, with parent agreement/permission, to a Full-Service Schools counselor. An FBA is utilized, as appropriate, to assist students in regulating their behavior. Our school also offers Calm Classroom, monthly Wellness Wednesday lessons, and a calming room for staff and student use. All staff members are provided annual training in A.L.E.R.T.

**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))**

All staff members are provided grade-level/subject and/or position professional development through our district. In addition, bi-weekly Administrative Common Planning is held to analyze multiple data points, plan Core lessons in all subjects, and small group instruction/interventions based on current data and in alignment with B.E.S.T. Early Dismissal Days and Planning Days are used to provide various training through the school and district in areas of grade/subject/position alignment as well as culture building

activities. All teachers new to our school, whether experienced or new teachers, are provided a mentor at the school to build community and assist in the transition.

**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))**

Our school holds an annual Kindergarten Orientation hosted by our Kindergarten teachers. Information is provided to students and families about academic requirements and expectations, instructional materials, testing and data sources. Tours are held throughout the spring and during orientation. Our families in the VPK class at our school attend an additional Kindergarten Orientation. All families are provided with learning materials to use at home for practice with their child as well as additional resources provided from the school to prepare their child.

## 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: Positive Culture and Environment: Early Warning System	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Small Group Instruction	\$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