

Duval County Public Schools

# Don Brewer Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Don Brewer Elementary School

3385 HARTSFIELD RD, Jacksonville, FL 32277

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

### 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 a safe learning environment where students are challenged daily to meet high academic expectations through standards-based instruction and to nurture in each student a life-long love of learning and a commitment to responsible citizenship.

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

Don Brewer Elementary School's vision is to be a collaborative learning community dedicated to engaging and empowering students to become responsible and productive life-long learners.

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

#### School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Novak, Amy	Principal	Instructional Leadership, Campus Safety/Security, Staff Professional Development and Support, Facilities Management, Parent Outreach, Community Partnerships, Curriculum Planning and Development, Staff Evaluation and Assessment, Data Disaggregation, Visionary Planning
Thomas , Shaakera	Assistant Principal	Instructional Leader that provides a common vision for the use of data- driven decisions for literacy and math, collective feedback, and innovative instructional practices. Staff Development for standards-based instruction and adequate implementation of the MTSS process. Campus Safety and Security, Community Partnerships, Staff Evaluations and Assessment, Data Disaggregation, Student Discipline, and Test Coordinator.
Poliseo, Jennifer	School Counselor	Student Mental Health, Guidance Lessons and Support, ESE Support, ELL/ ESOL Support, Full School Coordinator
Luevano, Rachel	Math Coach	Instructional Support for Teachers
Jackson, Valerie	Reading Coach	Instructional Support for Teachers

**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 identified academic achievement needs were addressed with parents and community stakeholders during our Spring 2023 meeting. One priority is parent communication and academic involvement with their student. This will provide parents the opportunity to learn about ways to support their student at home and ways to be involved in academic events at the school. School leadership team, district specialist, and teacher will monitor and review data from blended learning platforms and district assessments. Data was reviewed for the lower quartile students and students with disabilities. Tier II differentiation will be intentional and strategic as we focus on minimizing the achievement gap.

**SIP Monitoring**

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

The School Improvement Plan will continue to be monitored by the school leadership team and the School Advisory Committee (SAC). As student academic data is collected it will be analyzed to determine the efficiency of programs in place. Adjustments will be made using suggestions of education best practices and innovative initiatives. Administration and support staff meet weekly during common planning to review data with teachers. Instructional changes will be made based on the needs of the students. Fluid student groupings will be assessed and necessary changes made. Data will be shared at monthly early release PD and collaborative discussion about interventions will be outlines and implemented.

**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 3-5
<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>	82%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<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) 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: C 2019-20: C 2018-19: C 2017-18: C
<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	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	1	4	2	0	0	0	7	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	1	2	0	0	0	0	3	
Level 1 on statewide ELA assessment	0	0	0	2	44	50	0	0	0	96	
Level 1 on statewide Math assessment	0	0	0	2	41	46	0	0	0	89	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	49	0	0	0	0	0	49	

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	0	0	24	42	41	0	0	0	107

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

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

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

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



Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	37	41	30	0	0	0	108	
One or more suspensions	0	0	0	6	5	6	0	0	0	17	
Course failure in ELA	0	0	0	1	1	0	0	0	0	2	
Course failure in Math	0	0	0	1	0	0	0	0	0	1	
Level 1 on statewide ELA assessment	0	0	0	9	39	31	0	0	0	79	
Level 1 on statewide Math assessment	0	0	0	9	44	35	0	0	0	88	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	56	0	0	0	0	0	56	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	37	38	26	0	0	0	101

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	10	1	0	0	0	0	11
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	0	0	0	37	41	30	0	0	0	108	
One or more suspensions	0	0	0	6	5	6	0	0	0	17	
Course failure in ELA	0	0	0	1	1	0	0	0	0	2	
Course failure in Math	0	0	0	1	0	0	0	0	0	1	
Level 1 on statewide ELA assessment	0	0	0	9	39	31	0	0	0	79	
Level 1 on statewide Math assessment	0	0	0	9	44	35	0	0	0	88	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	56	0	0	0	0	0	56	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	37	38	26	0	0	0	101

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	10	1	0	0	0	0	11
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*	35	48	53	38	50	56	38		
ELA Learning Gains				53			47		
ELA Lowest 25th Percentile				45			38		
Math Achievement*	37	58	59	38	48	50	36		
Math Learning Gains				50			20		
Math Lowest 25th Percentile				41			23		
Science Achievement*	33	52	54	41	59	59	28		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		54	59	64					

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	141
Total Components for the Federal Index	4
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

### ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	14	Yes	4	1
ELL	27	Yes	1	1
AMI				
ASN				
BLK	28	Yes	2	1
HSP	36	Yes	2	
MUL	50			
PAC				
WHT	49			

**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>
FRL	27	Yes	1	1

**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	37	Yes	3	
ELL	41			
AMI				
ASN				
BLK	40	Yes	1	
HSP	35	Yes	1	
MUL	56			
PAC				
WHT	58			
FRL	44			

**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	35			37			33					
SWD	17			14			8				4	
ELL	18			35							2	
AMI												
ASN												
BLK	30			30			20				4	
HSP	31			37			45				4	
MUL	50			50							2	

## 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
PAC												
WHT	47			49			60				4	
FRL	27			31			19				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	38	53	45	38	50	41	41					64
SWD	21	44	33	36	57	38	30					
ELL	25	33		39	43							64
AMI												
ASN												
BLK	31	50	45	31	48	42	31					
HSP	31	39		24	47		36					
MUL	58	58		42	75		45					
PAC												
WHT	55	67		61	48		60					
FRL	32	46	45	31	49	46	36					70

## 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	38	47	38	36	20	23	28					
SWD	17	26	18	25	15	21	21					
ELL	32			56								
AMI												
ASN												
BLK	33	41	23	28	15	14	18					
HSP	47			50	45		64					
MUL	38			42								
PAC												
WHT	52	56		52	16		45					
FRL	30	39	38	28	13	21	17					

**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	35%	47%	-12%	54%	-19%
04	2023 - Spring	36%	50%	-14%	58%	-22%
03	2023 - Spring	33%	46%	-13%	50%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	42%	59%	-17%	59%	-17%
04	2023 - Spring	42%	58%	-16%	61%	-19%
05	2023 - Spring	23%	52%	-29%	55%	-32%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	30%	48%	-18%	51%	-21%

### 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.**

Science proficiency was our lowest performing area 34%, compared to the previous year's 41%: Factors were low reading proficiency which has ranged between 37-38% for the last 3 years

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

Overall reading proficiency decreased 1% to 37% compared to prior school year's 38%. Factors were not limited to but included, staff vacancies and lack of parent involvement

**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.**

When comparing state data for 22-23, our largest gap was 5th grade math - our 23% proficiency compared to the state's 55%; we had a 5th grade math teacher passed away in November 2022 and were unable to fill either 5th grade math vacancy or math coach position for the remainder of the year

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

Our 3rd grade math proficiency in 3rd grade improved from 32% to 42%; Factors include moving experienced math teachers into this grade level, teacher/staff stability in the grade level and introduction of the robotics club for 3rd graders

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

Level 1 ELA 4th grade - (44) approximately 45% of grade level

Level 1 ELA 5th grade - (50) approximately 50% of grade level

Level 1 Math 4th grade - (41) approximately (43%) of grade level

Level 1 Math 5th grade - (46) approximately (48%) of grade level

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

Increasing school-wide reading proficiency

Increasing school-wide math proficiency

Increasing school;-wide science proficiency

Increasing parent engagement and involvement in school events

### **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 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 focus is ensuring all teachers strategically plan to address benchmarks and differentiate learning opportunities for all students to increase proficiency and learning gains, especially within our ESE subgroup.

**Measurable Outcome:**

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

Increase ELA proficiency school wide  
3rd from 33% to match state 50%  
4th from 36% to match state 58%  
5th from 35% to match state 54%  
Increase Math proficiency school wide  
3rd from 42% to match state 59%  
4th from 42% to match state 61%  
5th from 23% to match state 55%

**Monitoring:**

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

Administrators will conduct a minimum of 4 SWT weekly  
Student data will be tracked weekly and quarterly using blended learning platforms and district assessments  
Administrators will conduct ongoing data chats with teachers to review current data, student groupings, monitor student progress and identify next steps for student academic growth

**Person responsible for monitoring outcome:**

Amy Novak (clinea@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.)

Staff will be provided with job-embedded professional development and on-going support in benchmarks and supported data analysis/disaggregation to monitor student growth  
Support staff will work with identifies students within subgroups, focusing on benchmarks; students will complete

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Limited teacher knowledge/understanding

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No



### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will utilize common planning to review identified benchmark, student data, content area strengths and weaknesses, and student work samples

**Person Responsible:** Amy Novak (clinea@duvalschools.org)

**By When:** Weekly, quarterly, and throughout the year based on district and state assessment calendar

Administrators will conduct on-going classroom observations and walkthroughs to monitor implementation of benchmarks, differentiation, aligned instruction, and informal/formal assessments based in identified benchmarks

**Person Responsible:** Amy Novak (clinea@duvalschools.org)

**By When:** Walkthroughs will be conducted weekly; observations will be conducted according to evaluation cycles and vary based on individual teacher need

Title 1 funds will be utilized to purchase supplemental positions to support student learning in reading and math. Supplemental positions will include a reading interventionist and a math interventionist. These interventionists will work with small groups, to facilitate explicit instruction to subgroups identified but not limited to ESE and LPQ.

**Person Responsible:** Amy Novak (clinea@duvalschools.org)

**By When:** Supplemental positions and small groups will remain in place throughout the school year

Title 1 funds will be utilized to provide students with real world experiences by way of field trips. Each field trip will be aligned to reading, math, and/or science benchmarks. These real world connections will provide students with the opportunity to apply classroom knowledge to authentic experiences.

**Person Responsible:** Amy Novak (clinea@duvalschools.org)

**By When:** Funds will be expended throughout the school year

**#2. Instructional Practice specifically relating to Science****Area of Focus Description and Rationale:**

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

Based on 2022-2023 data, Science was identified as a critical area of need. Science proficiency decreased by 7 percentage points from 41% to 34%. Students need support with reading and comprehending non-fiction text.

3rd and 4th grade students must have exposure to Science benchmark and assessments.

**Measurable Outcome:**

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

1. Students scoring at or above proficiency on blended learning platforms will increase.
2. Increase Science proficiency based district assessments.
3. Increase Reading proficiency based on district assessments.
4. 5th grade Science proficiency will increase by 10 percentage points.

**Monitoring:**

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

Our school leadership team, district content specialist, and teachers will monitor and review Science data from blended learning platforms and district assessments. Administration will conduct 4 weekly walkthroughs. Data from

**Person responsible for monitoring outcome:**

Amy Novak (clinea@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.)

1. Data Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, identifying possible student misconceptions, and utilizing checks for understanding to adjust instruction as needed.
2. Differentiated Instruction: Teachers have a diverse population of learners that includes readiness, culture, motivation, access to technology, language and other contributing factors. Teachers will get to know their students academically to determine proper student grouping. Effective tier II planning will maximize student learning. Students will focus on the standards of need whether in teacher -led small group or working in a student-led center.
3. Progress Monitoring: Ensuring whole group lessons, Tier II instruction, interventions, and assessments are completed with fidelity. Checking effectiveness from student work and data.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

To move students academically, teachers need to be able to interact confidently with grade level standards to plan appropriate grade level student activities and assessments. Student progress monitoring helps teachers evaluate the effectiveness of their teaching. Utilizing feedback from the instructional review and action plan will allow us to: recognize accomplishments, track actions, measure implementation impact, evaluate the plan and determine next steps. It may be used by the school alone or with the assistance of the support lead.

**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.

It is imperative that teachers are fully equipped with the necessary tools to ensure data driven planning, differentiated instruction, progressing monitoring and instructional reviews with actionable next steps. The leadership team will maximize admin-led common planning and Early Release PD to provide teachers with the necessary support. Based on walkthrough data and teacher feedback, professional development will be tiered based on the needs of the teacher and established before the meeting.

**Person Responsible:** Amy Novak (clinea@duvalschools.org)

**By When:** Weekly common planning, weekly monitoring, collaborative planning, and job-embedded PD.

Leadership team will facilitate individual teacher data chats to identify and monitor priority students. The team will review multiple data sets and create a plan to support students in need.

**Person Responsible:** Amy Novak (clinea@duvalschools.org)

**By When:** Quarterly data chats with teachers Weekly collaboration during common planning

Teachers will be provided with immediate bite-size feedback from walkthroughs and/or observations facilitated by administrators, district specialists, and district leadership. This feedback will be utilized to refine instructional practices and maximize student learning.

**Person Responsible:** Amy Novak (clinea@duvalschools.org)

**By When:** Weekly feedback provided to teachers

Title I funds will be utilized to provide students with real world exposure through field experience by way of field trips. Each field trip will be aligned to reading, math and/or science benchmarks. These real world connections will provide students with the opportunity to apply classroom knowledge to authentic experiences.

**Person Responsible:** Amy Novak (clinea@duvalschools.org)

**By When:** Quarterly field trips

**#3. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Data collected from the "5Essentials Survey" continues to show a weak rating for "Involved Families". A positive school culture and environment involving parents must value trust, transparency, respect and high expectations. As stakeholders, consulting with parents to employ school improvement strategies that impact a positive culture is critical. Stakeholders play a vital role in school performance and addressing equity.

**Measurable Outcome:**

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

1. Parent participation in on-site events will increase by 10%.
2. Data on the "5Essentials Survey" will show an increase from 29% (weak) to at least 50% in the "Involved Families/Parent Involvement" section.
3. Within "Involved Families/Parent Involvement", the component of Teacher-Parent Trust is very weak.

**Monitoring:**

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

1. Parent participation at on-site events will be tracked by sign-in sheets and parent surveys.
2. Data on the "5Essentials Survey" will show an increase of at least 20% in the "Involved Families/Parent Involvement" section on the 5Essentials rubric.

**Person responsible for monitoring outcome:**

Shaakera Thomas (thomass6@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.)

1. We will utilize Bloomz schoolwide for communication with parents.
2. Use of Parent Link to send regular messages to families.
3. Use of school website and social media to notify/share programs, activities and PFEP events.
4. Parent Liaison provides updated information about PFEP events to families using marquee, flyers, phone calls, website and social media.
5. Parent Liaison will utilize the "Resource Room" to conduct parent meetings and provide resources for parents to support home learning with students. Parents will be provided with materials (including books, manipulatives, and school supplies) and instruction for at home academics.
6. Hold a minimum of four PFEP events to allow families to learn about literacy, math and science standards and how they can increase student achievement at home
7. Revitalize the PTA

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Parent involvement in all aspects of the school will increase if parents are actively engaged and supported. By providing timely information about family events and continually informing parents, we will increase parent knowledge and engagement in the school community.

**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.

Facilitate professional development with faculty and staff on Social Emotional Learning (SEL) to support building relationship with students and parents.

**Person Responsible:** Shaakera Thomas (thomass6@duvalschools.org)

**By When:** Teachers will make weekly phone calls to parents with positive news, send home "Happy Grams" and schedule teacher/parent conferences as needed. Quarterly administration will review parent communication logs.

Create a calendar with upcoming events to share on website and social media platforms. Title I funds will be utilized to purchase supplemental positions, to include our Parent Liaison. The Parent Liaison will work to build positive relationships with parents, students and the surrounding community. The liaison will oversee the parent resource room and provide mini-workshops for parents with a focus on academics and available resource for check-out to support learning at home.

**Person Responsible:** Shaakera Thomas (thomass6@duvalschools.org)

**By When:** We will monitor the progress of a positive culture and environment quarterly. through parent surveys and feedback. Academic nights will display student artwork and showcase student performances.

In an effort to continue building our positive school culture and environment we will continue to implement PBIS and SEL. This includes: Daily use of Calm Classroom and Sanford Harmony, monthly Wellness Wednesdays, teacher guided lessons, monthly PBIS team meetings to collaborate and review common area/schoolwide issues, and school counselor character traits lessons and/or small group lessons using restorative justice practices. Implementation of CHAMPS schoolwide in common areas and in classrooms. We will use schoolwide Bloomz for parent communication and positive student engagement. Schoolwide reward incentives and activities will be aligned to Bloomz points.

**Person Responsible:** Shaakera Thomas (thomass6@duvalschools.org)

**By When:** Positive incentives for Bloomz points will occur quarterly. Academic celebrations will be aligned with district testing.

**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)).

Duval County Public Schools has a tiered system of support to align interventions for CSI, TSI and ATSI schools. The first tier of support begins with the Superintendent's cabinet of executive leaders who represent all district departments (Human Resources, Academic Services, Division of Schools, Operations, Finance, Technology, etc.). At a minimum, this team meets on a weekly basis to develop, monitor, and implement the district's strategic plan initiatives. The next level of the tier branches out with the Chief of Schools who oversees the district's Division of Schools. Schools are divided by region (Elementary, Middle, High, and Turnaround/Fragile (ISI Region)). Each region has a Regional Superintendent, Executive Directors, and Content Area Specialists who work to ensure that the support is aligned and implemented.

Ensuring adequate funding, resources, and support is available to CSI, TSI and ATSI schools is a driver for district-wide collaboration. To accomplish this, the Division of Schools works with multiple district departments to further tier support for CSI, TSI and ATSI schools.

This support includes but is not limited to the following:

>Academic Services provides curriculum support and additional content specialists for schools. Academic Services also oversees our district professional development department and coordinates professional development for instructional and non-instructional personnel.

>Title I – Coordinates the use of funds to best support the barriers that research has shown negatively impacts disadvantaged students. In addition, Title I provides professional development to teachers to improve their pedagogy.

>The Division of Schools conducts school visits that include instructional reviews and instructional walks. These visits occur on a weekly basis and serve as an opportunity to observe instructional delivery, student learning, and provide feedback to school staff.

>Finance – Finance provides the funds to provide resources and the personnel needed to address individual school needs.

>Human Resources – Human Resources works to recruit quality personnel for our most needy schools. This includes a dedicated staffing team to our Turnaround School Region (ISI), priority hiring, and monitoring teacher VAM rating percentage by school. They also work with unions to collective bargain memorandums of understanding that provide for incentives, professional development, and additional strategies to address school needs.

Though the above examples are not comprehensive of all support provided to School Improvement schools, they do provide a snapshot of the layers of support that are available and used to improve student outcomes. Through this layered approach, the district's team along with each school's academic leadership team, teachers, staff, parents, and other stakeholders collaborate on methods of improvement and monitor implementation on a continuous basis.

## 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

N/A

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

Based on 2022-2023 data, ELA was identified as a critical area of need. Students need support with the foundational skills of how to read and comprehension. As an area of focus, student success in ELA progress will also increase student achievement in other subject areas. As reflected on the 2023 state assessment, 37% of students in 3rd through 5th grade were proficient.



**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**

N/A

**Grades 3-5 Measurable Outcomes**

1. Students scoring at or above proficiency on blended learning platforms will increase by 10%.
2. Increase reading proficiency based on district assessments by 10%.
3. Increase reading proficiency based quarterly state assessments 10%.

**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.

Our school leadership team, district content specialist, and teachers will monitor and review ELA data from blended learning platforms, district, and state assessments. The leadership team will identify lower quartile students and students on the brink of proficiency. Teachers, coaches, and support staff will work with students in fluid, data-based small groups. Students will complete progress monitoring assessments while working in small groups.

**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Novak, Amy, [clinea@duvalschools.org](mailto:clinea@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?

**Data Driven Lesson Planning:** Understanding where students are with mastery of standards, using informal and formal data, planning clear objectives, identifying possible student misconceptions, and utilizing checks for understanding to adjust instruction as needed.

**Differentiation:** Teachers have a diverse population of learners that includes readiness, culture, motivation, access to technology, language and other contributing factors. Teachers will get to know their students academically to determine proper student grouping. Effective tier II planning will maximize student learning. Students will focus on the standards of need whether in teacher-led small group or working in a student-led center. In addition, interventionist will utilize Corrective Reading.

**Progress Monitoring/Benchmark Walkthrough/Evaluations:** Ensuring whole group lessons, Tier II instruction, interventions, and assessments are completed with fidelity. Checking effectiveness from student work and data.

**Instructional Reviews with Action Plans:** Collecting data from classrooms in real time and providing immediate and clear feedback to teachers and school leadership.

**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?

To move students academically, teachers need to be able to interact confidently with grade level standards to plan appropriate grade level student activities and assessments. Student progress monitoring helps teachers evaluate the effectiveness of their teaching. Utilizing feedback from the instructional review and action plan will allow us to: recognize accomplishments, track actions, measure implementation impact, evaluate the plan and determine next steps. It may be used by the school alone or with the assistance of the support lead.



**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
It is imperative that teachers are fully equipped with the necessary tools to ensure data driven planning, differentiated instruction, progressing monitoring and instructional reviews with actionable next steps. The leadership team will maximize admin-led common planning and Early Release PD to provide teachers with the necessary support. Based on walkthrough data and teacher feedback, professional development will be tiered based on the needs of the teacher and established before the meeting.	Novak, Amy, clinea@duvalschools.org
Leadership team will facilitate individual teacher data chats to identity and monitor priority students. The team will review multiple data sets and create a plan to support students in need.	Novak, Amy, clinea@duvalschools.org
Teachers will be provided with immediate bite-size feedback from walkthroughs and/or observations facilitated by administrators, district specialists, and district leadership. This feedback will be utilized to refine instructional practices and maximize student learning.	Novak, Amy, clinea@duvalschools.org
Reading interventionists will create small groups based on STAR Reading data, FAST PM1 and classroom assessments. Interventionists, teachers, and support staff will provide differentiated instruction and work heavily on foundational skills. In addition, UFLI will be used with students to overcome reading deficits. In addition, V.E. teachers will provide additional small group instruction for students with disabilities.	Novak, Amy, clinea@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.

One platform for disseminating the SIP will be the school's website, hard copies will be available in the Parent Resource room, and copies will be available for review during academic nights. Revisions to the plan will be made during SAC meetings and Early Release Professional Development sessions when current data is available. <https://dcps.duvalschools.org/domain/5902>

**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))

Celebrating successes, two-way communication and building strong collaborative partnerships with all stakeholders are priorities at Don Brewer Elementary. The School Advisory Council participates in the development, implementation and evaluation of school level plans that include the School Improvement Plan. Over 50% of the SAC members are non-employees. All parents are given the opportunity to review all plans and offer suggestions prior to approval. Their input is documented through the sign-in sheets and the minutes from the planning meetings. School Advisory Council meetings are held monthly and we are working to revitalize our PTA. Our goal is to increase participation by all parent support groups. Parent survey results are reviewed by the SAC, staff and PTA members for continuous improvement at Don Brewer Elementary. Don Brewer actively seeks new business partners annually to assist with instructional and mentoring support. Our business partners provide support to our staff and students during preplanning, Orientation, Open House, Reading Celebrations, Parent Nights and Student Celebrations. Stakeholders and Roles: Administration- Monitors implementation PBIS Chair- Facilitates monthly meetings and ClassDojo Calm Classroom Facilitator- Monitors implementation of Calm Classroom School Counselor- Provides Tier 1-3 school counselor services via whole group, small group and individual based on need. SAC Committee- Provides community input for schoolwide activities Parent Liaison- Leads PFEP activities, supports Parent Resource Room, and encourages parent involvement. <https://dcps.duvalschools.org/domain/10255>

**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)**

To move students academically, teachers need to be able to interact confidently with grade level standards to plan appropriate grade level student activities and assessments. Student progress monitoring helps teachers evaluate the effectiveness of their teaching. Administration and instructional coaches will work alongside teachers during common planning to review data. Teachers will plan intentional and strategic differentiated instruction for Tier II. Utilizing feedback from weekly walkthroughs and our specific lead plan we will be able to: recognize accomplishments, track actions, measure implementation impact, evaluate the plan and determine next steps. It may be used by the school alone or with the assistance of the support lead.

**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))**

This school is implementing the supplemental Title I, Part A grant project. The activities in the Title I Schoolwide and Parent and Family Engagement plan were derived based on a Comprehensive Needs Assessment Process involving internal and external stakeholders. The Title I Schoolwide and Parent and Family Engagement Budgets include activities reflecting the use of funds and a rationale for each

activity. Email title1@duvalschools.org for the school's Title I Schoolwide budget or Parent and Family Engagement plan and budget.

### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

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

The school has a referral system in place when students need additional counseling services. Teachers and/or staff members may submit a students' name to our School Counselor with an identified concern. The School Counselor will meet with the student individually to assess the concerns. The counselor will make contact with the parent, if necessary. As a full service school, we can complete an intake form to provide additional counseling services.

**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))**

N/A

**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 have an MTSS team established with our School Counselor and lead teachers to identify and address concerning behaviors. The team works to collect behavioral data and next steps in creating a FBA is determined. Interventions and support systems are established if the team doesn't feel that an FBA is necessary. In addition to the MTSS team, the School Counselor conducts guidance lessons and students participate in Wellness Wednesdays.

**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))**

Professional learning is provided weekly via our reading coach, math coach and the administrative team. Collaborative discussions focus on student data and remediation of benchmarks. Teachers have an opportunity to participate in virtual PD and job-embedded PD with their colleagues. Content area coaches will work to model lessons and small group instruction. In addition, coaches will work with identified students in small groups. Coaches will focus on benchmarks of need and provide direct instruction. Teachers will embed technology throughout lessons to assist with student engagement.

**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))**

N/A