Smart Pope Livingston Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Smart Pope Livingston Elementary

1128 BARBER ST, Jacksonville, FL 32209

http://www.duvalschools.org/splivingston

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.

S. P. Livingston Elementary School-Accelerated Primary Learning Center's faculty, staff, parents, and community are dedicated to the intellectual, personal, social, and physical development of students. Our highly qualified staff recognizes the importance of being lifelong learners to increase student achievement. Our instructional practices are both reflective and data-driven, designed to meet the needs of each student. We are dedicated to providing educational excellence in every classroom, for every student, every day.

Provide the school's vision statement.

The vision at S. P. Livingston Elementary School-Accelerated Primary Learning Center is to prepare and motivate students to be lifelong learners while addressing the whole child and establishing high expectations for all through a student-centered instructional environment while fostering positive relationships with all stakeholders in a safe and caring educational environment.

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
Sims, Barbara	Principal	• All grade level observations and feedback • Manage the learning environment – curriculum implementation, common planning, lesson plan checks, etc. • Oversee Discipline 2nd grade (handle issues, process referrals, etc..) and adhere to the Code of Conduct - process referrals, communicate with parents and teachers, follow through with disciplinary actions. • Conduct formal and informal CAST Evaluations (see CAST assignments) • Conduct daily Walkthroughs and provide specific feedback and next steps to faculty and staff. • Conduct quarterly Data Chats with teachers and monitor MTSS process (tiered interventions review every 4 weeks) • Disaggregate and analyze school-wide data – determine next steps in instruction, provide specific feedback to stakeholders. • Prepare data reports and presentations for faculty meetings, common planning, and professional development sessions. • Actively participate in, design, and facilitate professional development with staff during common planning and ERD sessions. • TMT (Threat Management Team) Team Lead • SAC • AIT (Attendance Intervention Team Meetings) • Complete the Title I Schoolwide and Title I PFEP budget – engage stakeholders and oversee the implementation of the plan (i.e., plan, prepare, announce, and organize events) • Collaborate with staff to create the Master Schedules (classroom & resource) within Master Schedule Guidelines & Instructional Frameworks • Prepare the Morn/After Duty schedules – oversee the implementation. • Oversee the cleanliness and upkeep of the facilities and grounds – complete GCA and cafeteria report cards. • Handle constituent complaints • Organize and plan for monthly Flag Raising Ceremonies • Monitor behavior and attendance incentives. • Monitor FOCUS – attendance taken daily; grades put in at least every 2 weeks. • Attend and actively participate in committee meetings – SAC, PTA, etc.... • Monitor the school's webpage, scrolling announcements, and social media sites to ensure information posted/shared and on the site (i.e., SIP, PFEP, and upcoming events) • School Culture • SIP • CPST/MRT • Bi-weekly School Counselor Meetings • Bi-weekly Leadership Team Meetings • Title IX Decision Maker
Meadows, Kechiera	Assistant Principal	
Skinner, Julie	Other	• Provides intensive instruction in reading to at-risk students in a one-on-one or small group setting.

Name	Position Title	Job Duties and Responsibilities
		• Teach content specific groups in K-2 grade daily. • Identifies students who are at-risk of not meeting grade level reading proficiency by analyzing data from identified state and district formative and summative assessments, classroom grades, and Measures of Academic Progress (MAP), and other identified reading curricula-based learning objectives. • Work collaboratively with the administrative team to select targeted students based on data and generate a daily schedule for support. • Work collaboratively with the homeroom teachers to coordinate intervention program efforts that align with regular classroom instructional focuses to promote student success. • Improve specific reading skills of a particular child or small group of children to support regular classroom instruction. • Works with school principal and K-2 teachers to design and create intervention plans of learning aligned with regular classroom reading objectives and most appropriate for each child or small group of students identified as at-risk of meeting grade level reading proficiency. • Monitors and reports student progress and/or response to planned program of reading instruction and adjusts as needed to increase student reading achievement. • Provide professional development and small teacher group common planning support. • Adhere to the daily schedule and maintain accurate attendance records. • Generate lesson plans that demonstrate skills of focus for the week. • Review student data weekly and make adjustments in instruction to meet the needs of the students. • Maintain a data notebook to track the growth of the students. • Participate in interventionist training. • Administer DAR/Dibels to all students. • Complete running words to determine growth in reading levels. • Use research-based materials to provide daily instruction (implement w/ fidelity (i.e., FCRR) • Attend admin & interventionist team meetings. • Perform all other duties assigned by the principal.
Herndon, Xaviers	Other	• Provide Emotional/Behavioral & Social Skills support to classroom teachers. • Provide strategies for implementation of individual student plans. • Conduct small group and one on one for frequently referred students. • Participate in MRT meetings for students referred for behavior. • Provide behavior support for teachers struggling with classroom management. • Handle constituent concerns in a timely manner • Assist with Positive Behavior Intervention Systems • Participate in content specific PD. • Participate in the planning of the SIP (Early Warning Signs) • Attend and actively participate in committee meetings. • Guides the learning process toward the achievement of curriculum goals.

Name	Position Title	Job Duties and Responsibilities
		• Establishes clear objectives for all lessons, units, projects, and the like to communicate these objectives to students. • Employs a variety of instructional and behavioral skills consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved. • Perform all other duties assigned by the principal
Washington, Earline	Other	• Provide Emotional/Behavioral & Social Skills support to classroom teachers. • Provide strategies for implementation of individual student plans. • Conduct small group and one on one for frequently referred students. • Participate in MRT meetings for students referred for behavior. • Provide behavior support for teachers struggling with classroom management. • Handle constituent concerns in a timely manner • Assist with Positive Behavior Intervention Systems • Participate in content specific PD. • Participate in the planning of the SIP (Early Warning Signs) • Attend and actively participate in committee meetings. • Guides the learning process toward the achievement of curriculum goals. • Establishes clear objectives for all lessons, units, projects, and the like to communicate these objectives to students. • Employs a variety of instructional and behavioral skills consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved. • Perform all other duties assigned by the principal
Stafford, Latonya	Other	• Provides intensive instruction in reading to at-risk students in a one-on-one or small group setting. • Teach content specific groups in K-2 grade daily. • Identifies students who are at-risk of not meeting grade level reading proficiency by analyzing data from identified state and district formative and summative assessments, classroom grades, and Measures of Academic Progress (MAP), and other identified reading curricula-based learning objectives. • Work collaboratively with the administrative team to select targeted students based on data and generate a daily schedule for support. • Work collaboratively with the homeroom teachers to coordinate intervention program efforts that align with regular classroom instructional focuses to promote student success. • Improve specific reading skills of a particular child or small group of children to support regular classroom instruction. • Works with school principal and K-2 teachers to design and create intervention plans of learning aligned with regular classroom reading objectives and most appropriate for each child or small group of students identified as at-risk of meeting grade level reading proficiency. • Monitors and reports student progress and/or response to planned program of reading instruction and adjusts as needed to increase student

Name	Position Title	Job Duties and Responsibilities
		reading achievement. • Provide professional development and small teacher group common planning support. • Adhere to the daily schedule and maintain accurate attendance records. • Generate lesson plans that demonstrate skills of focus for the week. • Review student data weekly and make adjustments in instruction to meet the needs of the students. • Maintain a data notebook to track the growth of the students. • Participate in interventionist training. • Administer DAR/Dibels to all students. • Complete running words to determine growth in reading levels. • Use research-based materials to provide daily instruction (implement w/ fidelity (i.e., FCRR) • Attend admin & interventionist team meetings. • Perform all other duties assigned by the principal.
Treadwell, Theresa	Attendance/ Social Work	• FOCUS Manager – responsible for all product applications (scheduling, enrollment, grade processing, PGA Approver for parents, etc....) • Enrollment – complete the registration process for enrolling families, verify home address information, adhere to district policy as it relates to enrolling (be sure custodial parent is the one enrolling a child – check paperwork) • Scheduling – ensuring all students are assigned homeroom and scheduled accurately for FTE purposes. • Attendance – print the daily attendance not taken reports, print attendance sheets for subs and input attendance daily for absent teachers, work with the AIT team to ensure the accuracy of the records, email the principal by 9:30 daily for teachers who haven't taken attendance. • FTE – follow district and state procedures to ensure the accuracy of enrollment for funding, complete the paperwork for budget, and ensure the funding level of ESE students is accurate. • Student Records • Data Entry – update addresses and phone numbers in FOCUS • Grade Processing – print quarterly progress reports (twice a grading period), grade audit sheets (reviewed by administration and signed by teachers), and report cards. • Discipline Reporting – input discipline incidents into the system • Front Office Management – assist in the main office when needed, answer the phone, and assist students. • Circulation Desk – cover the circulation desk when the office assistant is at lunch or absent; rotate with other office staff. • Clinic – accept and oversee the completion of appropriate documents for medication, establish and maintain the clinic records, store-controlled substances appropriately, weed out outdated medication, and communicate medical needs with parents. • Performs all other duties assigned by the principal such as assisting resource teachers with phone numbers of parents to contact identified during attendance incentive block of day. Time built in resource teachers' daily schedule 2:30 - 300 pm.

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.

A Microsoft Forms survey titled "What Matters Most to You" was sent to all S. P. Livingston stakeholders to include the leadership team members, parents, teachers, and staff. The survey provided Strategic Plan data provided by the district to include academic and school climate data. Input provided from responses included answers to what was viewed as the greatest needs to address the 2023-2024 school year, the greatest factors contributing to the 2022-2023 results, recommendations regarding student attendance and proficiency performance data, ratings with regard to school culture, as well as any other areas of school improvement and additional input.

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 SIP will be monitored regularly for effective implementation through monthly data tracking of unit benchmark assessment data, monthly PLC dedicated to MTSS tracking to determine progress of Tier 1, Tier 2, and/or Tier 3 supports/implementation, analysis of quarterly and/or intermittent district assessments such as STAR, and PMA for second graders requiring collaboration (among teachers, leadership team members, and admin) for next steps for collective and individual students. Additionally, teachers' tracking of student data for weekly "Review & Assessment" UFLI in conjunction with use of UFLI Coaching Guide Resources found in the K-5 ELA DCPS Curriculum Guide will be used to have an impact on increasing the achievement of students in meeting the State's academic standards. ESE and Reading Interventionist support logs being maintained and reviewed by admin for accountability and tracking of regular and consistent support, along with all the aforementioned will be used to monitor for effective implementation and impact on increasing the achievement of students with the greatest achievement gap.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-2
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No

2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Black/African American Students (BLK) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	87	76	0	0	0	0	0	0	163
One or more suspensions	1	4	6	0	0	0	0	0	0	11
Course failure in English Language Arts (ELA)	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	47	67	0	0	0	0	0	0	116

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	42	52	0	0	0	0	0	0	94

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	1	1	0	0	0	0	0	0	2
Students retained two or more times	0	0	1	0	0	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	0	66	62	0	0	0	0	0	0	128
One or more suspensions	0	2	5	0	0	0	0	0	0	7
Course failure in ELA	0	7	2	0	0	0	0	0	0	9
Course failure in Math	0	3	2	0	0	0	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	30	56	0	0	0	0	0	0	86

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	36	52	0	0	0	0	0	0	88

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	0	0	0	0	0	3
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	66	62	0	0	0	0	0	0	128
One or more suspensions	0	2	5	0	0	0	0	0	0	7
Course failure in ELA	0	7	2	0	0	0	0	0	0	9
Course failure in Math	0	3	2	0	0	0	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	30	56	0	0	0	0	0	0	86

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	36	52	0	0	0	0	0	0	88

The number of students identified retained:

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

The Grade Level header spans columns K through 8.

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*	36	48	53	28	50	56	21		
ELA Learning Gains				62			37		
ELA Lowest 25th Percentile				85			37		
Math Achievement*	40	58	59	36	48	50	34		
Math Learning Gains				63			47		
Math Lowest 25th Percentile				65			44		
Science Achievement*	28	52	54	23	59	59	26		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		54	59						

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	140
Total Components for the Federal Index	4
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	362
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	50			
ELL				
AMI				
ASN				
BLK	33	Yes	1	
HSP				
MUL				
PAC				
WHT				

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%
FRL	34	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	47			
ELL				
AMI				
ASN				
BLK	52			
HSP				
MUL				
PAC				
WHT				
FRL	50			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	36			40			28					
SWD	57			60			27				4	
ELL												
AMI												
ASN												
BLK	34			39			28				4	
HSP												
MUL												

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												
FRL	36			40			24				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	28	62	85	36	63	65	23					
SWD	21	62	92	36	59		13					
ELL												
AMI												
ASN												
BLK	28	61	84	35	64	68	23					
HSP												
MUL												
PAC												
WHT												
FRL	26	61	85	33	60	65	21					

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	21	37	37	34	47	44	26					
SWD	20	14		39	60		38					
ELL												
AMI												
ASN												
BLK	21	37	37	34	46	44	20					
HSP												
MUL												
PAC												
WHT	31			46								
FRL	20	36	39	31	44	41	25					

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.

III. Planning for Improvement

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

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

The data component that showed the lowest performance according to projected proficiency data provided by the district is ELA proficiency. Particularly, first and second-grade ELA proficiency was the lowest performing. Projected data results show First-Grade ELA proficiency at 41% and Second-Grade ELA proficiency at 40% while Kindergarten ELA proficiency was at 61%. Data trends show ELA achievement proficiency has been low; 20% (2019) for all students and 16% for SWD; 21% (2020) for all students and 20% for SWD; 28% (2021) for all students and 21% for SWD. Contributing factors may have included common planning schedules being before the morning bell allotting for morning arrival processes being a distractor to focus on necessary professional development, support for teachers, and data analysis to impact outcomes.

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

No data component showed a decline from the prior year. Math proficiency increased from 36% to an overall average of 64% proficiency. ELA proficiency increased from 28% to an overall average of 47% proficiency.

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.

State average data will be uploaded when it becomes available.

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

Math was the data component that showed the most improvement. Math improved from 36% proficiency to a projected (based on available data shared by district pending final state calculations) 64% proficiency. Likely actions that impacted the improvement in math was the newly implemented math curriculum, McGraw Hill's Florida Reveal, along with teacher-expressed passion for the subject with a belief that math is more engaging and interactive, and thus students grasp the skills and concepts more readily resulting in higher performance outcomes.

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

Two areas of concern as a reflection of EWS data are the 163 (87 first-graders and 76 second-graders) students absent 10% or more days of school and the 116 students with a substantial reading deficiency.

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

School improvement in the upcoming school, ranking priorities starting with the highest, is as follows:
• Reading proficiency
• Attendance
• Math proficiency
• Collective Responsibility

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.

Instructional practices as it relates to ELA has been identified as a crucial need for improvement based on 2022-2023 school year ELA proficiency data. Projected ELA proficiency percentages are 47%. Within that average, first grade ELA proficiency is 41% and second grade ELA proficiency is 40%. Additionally, the rationale for ELA proficiency being an area of focus is that there is about a 20-point difference in the proficiency for math overall. If K-2 ELA proficiency, as a reflection of improved benchmark-aligned core instructional practices and effectively implemented intervention programs, substantially increases, primary students will enter 3rd grade with a strong foundation as strong readers.

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

Kindergarten ELA proficiency will increase from 61% to 76% (15 point increase). First-Grade ELA proficiency will increase from 41% to 66% (25 point increase). Second-Grade ELA proficiency will increase from 40% to 65% (25 point increase). The measurable ELA proficiency outcome the school plans to achieve overall is an overall ELA proficiency increase from the current projected proficiency average of 47% to 69%.

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

The ELA instructional practices area of focus will be monitored through monthly data tracking of unit benchmark assessment data, a monthly PLC dedicated to MTSS tracking to determine progress of Tier 1, Tier 2, and/or Tier 3 supports/implementation, and analysis of quarterly and/or intermittent district assessments such as STAR Reading, and ELA PMAs for second graders. Admin observations, to include observation of next steps provided in feedback being implemented, will be used, in conjunction with the use of UFLI Coaching Guide Resources found in the K-5 ELA DCPS Curriculum Guide, to track and monitor for the desired outcome of improving ELA proficiency from 47% to at least 69%.

Person responsible for monitoring outcome:

Barbara Sims (blacksheab1@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.)

Weekly strategically designed small group professional development sessions to provide support, modeling, and training by admin along with in-class support and modeling by reading interventionists are the evidence-based interventions that will be implemented for this area of focus.

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

Differentiated small group PLCs (1 to 2 teachers at a time) was selected as a strategy to strengthen teacher efficacy. To ensure each teacher on each grade level is confident in their craft to help students learn and is provided with specific individualized support based on data (observations and student results), as proven effective with students, will improve likelihood of improved instructional outcomes. Additionally, beyond the intimate professional development that will include support and modeling, ensuring strategies provided and learned during PLCs are being implemented, in-class follow up support and modeling will be an accountable measure to determine additional areas of intervention that may be needed.

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.

Plan and facilitate weekly small group professional development sessions with teachers based on observations and data. Conduct frequent classroom observations and walkthroughs to assess teachers' strengths and areas in need of development and/or support providing feedback and next steps. . Follow up and monitor execution of lesson plan and/or instructional framework to ensure ELA core instructional blocks are delivered with student engagement and provides multiple opportunities for student discourse. Analyze and track data from common assessments and regularly monitor progress of student outcomes. Oversee and obtain feedback from reading interventionists, ESE teachers, paraprofessional, and resource teacher push-in support. Monitor logs/records of support to ensure fidelity of classroom support across grade levels.

Person Responsible: Barbara Sims (blacksheab1@duvalschools.org)

By When: Regularly throughout the year and complete by April 30, 2024, to ensure students are well prepared and ready to successfully perform on remaining district and state assessments due in May.

Attend and help facilitate weekly small group professional development sessions with teachers based on observations and data. Conduct frequent classroom observations and walkthroughs to assess teachers' strengths and areas in need of development and/or support providing feedback and next steps. Oversee UFLI adherence, dosage, and quality

Person Responsible: Kechiera Meadows (meadowsk@duvalschools.org)

By When: Regularly throughout the year and complete by April 30, 2024, to ensure students are well prepared and ready to successfully perform on remaining district and state assessments due in May.

Maintain student support logs to document evidence of support and frequency of support for students identified as having a substantial reading deficiency. Attend and participate in weekly small group PLC sessions providing support in the preparation, data-based planning, selecting of grade-level appropriate and benchmark-aligned materials and resources, and organization of teacher-led and student-led centers.

Person Responsible: Julie Skinner (skinnerj@duvalschools.org)

By When: Regularly throughout the year and complete by April 30, 2024, to ensure students are well prepared and ready to successfully perform on remaining district and state assessments due in May.

Maintain student support logs to document evidence of support and frequency of support for students identified as having a substantial reading deficiency. Attend and participate in weekly small group PLC sessions providing support in the preparation, data-based planning, selecting of grade-level appropriate and benchmark-aligned materials and resources, and organization of teacher-led and student-led centers.

Person Responsible: Latonya Stafford (staffordl@duvalschools.org)

By When: Regularly throughout the year and complete by April 30, 2024, to ensure students are well prepared and ready to successfully perform on remaining district and state assessments due in May.

#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.

Strategic plan data indicates that 62% of the 471 students enrolled in the prior school year (292 students) were absent 20 or more days of school the 2022-2023 school year. Early Warning Systems data show 163 students (remaining 1st and 2nd grade students at S.P. Livingston for the 2023-2024) attended school less than 90% of the time the 2022-2023 school year.

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

State the specific measurable outcome the school plans to achieve. This should be a data-based, objective outcome. The percentage of students absent 20 or more days of school will decrease from 62% to 31% resulting in a 50% improvement.

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

Attendance will be monitored by classroom teachers keeping weekly log of which students are absent on "FAIR Fridays" behavior & attendance incentive sheets. Resource teachers, the school counselor, and the parent liaison will contact parents of students marked absent during the 2:30 – 3:00 block built into the resource daily schedule Monday through Thursday. Every Friday, resource teachers, the school counselor, and admin will go to classes to view the list to award a treat for students who came to school every day for the week. Students with perfect attendance for the week will also have their names put in a jar. Up to eight names will be pulled monthly to award gift cards to their parents in appreciation for ensuring their child comes to school. Additionally, bi-weekly admin/leadership team meetings will review average daily attendance rates to analyze and track by grade level, by class, and by student.

Person responsible for monitoring outcome:

Barbara Sims (blacksheab1@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.)

Early implementation of attendance incentives – for students and PARENTS along with frequent communication is the evidence-based intervention being implemented for this area of focus. Behavior & Attendance Incentive time is built into resource teachers' schedules (2:30 – 3:00). Resource teachers will reach out to parents of absent students, as well as come around to each class to deliver weekly attendance treats or invite to a special celebration for students who came an entire week. Those students' names will also be entered into a drawing for parents (up to 8 per month) to receive a gift card.

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

The attendance Incentive time is built into resource teachers' schedules (2:30 – 3:00) to ensure that attention to the need for improvement in this area is intentional and time is intentionally allotted to ensure that it is addressed regularly and with fidelity. A two-fold advantage is that teachers will be more cognizant of completing attendance and keeping attendance records. Additionally, the rationale for providing a weekly incentive for students is based on community/stakeholder input that the incentive should be more frequent rather than monthly or quarterly. Also, input from the "What Matters Most To You" survey shared that parents are ultimately responsible for students' attendance and therefore they should be incentivized to improve students' attendance.

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 actively participate in the "FAIR Fridays" attendance incentive by being sure to accurately complete the sheet and having it ready for review by resource teachers, the school counselor, and admin weekly. The leadership team will monitor, analyze, and revisit implementation strategies and incentives in conjunction with analyzing attendance data.

Person Responsible: Barbara Sims (blacksheab1@duvalschools.org)

By When: Regularly throughout the year and complete by May 30, 2024, to ensure students and parents are incentivized even up to and throughout end-of-year testing.

#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.

Strategic plan data indicates an overall math proficiency of %64 for the 2022-2023 school year. Although math proficiency is nearly 20 points higher than the overall ELA proficiency of 47%, All means All. Therefore, it is crucial that continue to improve math proficiency by ensuring small group instruction targets individual students' learning needs.

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

Math proficiency will increase from an overall average of 64% proficiency to an overall average of 79% proficiency. Kindergarten will improve from 65% to 80% (15-point increase) proficiency. First grade will improve from 65% to 80% (15-point increase) proficiency. Second grade will improve from 62% to 77% (15-point increase) proficiency.

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

Observations and walkthroughs during math centers (time indicated on teachers' schedules) to monitor fidelity of centers and quality of small group instruction, review of small group lesson plans (as to on what data were groups and resources used based), and student center and data folders. Additionally, review of student data on unit math assessments and quizzes/checks for understandings within math benchmark units to determine impact of small group instruction.

Person responsible for monitoring outcome:

Barbara Sims (blacksheab1@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.)

Modeling and training during strategically designed small group professional development sessions will be the evidenced-based intervention to provide support with planning, organizing, and executing small group instruction. Additionally, in-class support will be provided in conjunction with observational feedback and next steps.

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

Differentiated small group PLCs (1 to 2 teachers at a time) was selected as a strategy to strengthen teacher efficacy. To ensure each teacher on each grade level is confident in their craft to help students learn and is provided with specific individualized support based on data (observations and student results), as proven effective with students, will improve likelihood of improved instructional outcomes. Additionally, beyond the intimate professional development that will include support and modeling, ensuring strategies provided and learned during PLCs are being implemented, in-class follow up support and modeling will be an accountable measure to determine additional areas of intervention that may be needed.

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.

Plan and facilitate weekly small group professional development sessions with teachers based on observations and data. Conduct frequent classroom observations and walkthroughs to assess teachers' strengths and areas in need of development and/or support providing feedback and next steps. Follow up and monitor execution of small group lesson plans and data-driven instructional activities during math centers. Analyze and track data from common assessments and regularly monitor progress of student outcomes. Oversee and obtain feedback from ESE teachers, paraprofessional, and resource teacher push-in support. Monitor logs/records of support to ensure fidelity of classroom support across grade levels

Person Responsible: Barbara Sims (blacksheab1@duvalschools.org)

By When: Regularly throughout the year and complete by April 30, 2024, to ensure students are well prepared and ready to successfully perform on remaining district and state assessments due in May.

Attend and facilitate weekly small group professional development sessions with teachers based on observations and data. Conduct frequent classroom observations and walkthroughs to assess teachers' strengths and areas in need of development and/or support providing feedback and next steps. Follow up and monitor execution of small group lesson plans and data-driven instructional activities during math centers. Analyze and track data from common assessments and regularly monitor progress of student outcomes. Oversee and obtain feedback from ESE teachers, paraprofessional, and resource teacher push-in support. Monitor logs/records of support to ensure fidelity of classroom support across grade levels.

Person Responsible: Kechiera Meadows (meadowsk@duvalschools.org)

By When: Regularly throughout the year and complete by April 30, 2024, to ensure students are well prepared and ready to successfully perform on remaining district and state assessments due in May.

Maintain student support logs to document evidence of small group instruction support and frequency of support for students during math centers. Attend and participate in weekly small group PLC sessions providing support in the preparation, data-based planning, selecting of grade-level appropriate and benchmark-aligned materials and resources, and organization of teacher-led and student-led centers.

Person Responsible: Shianne Unwin (unwins@duvalschools.org)

By When: Regularly throughout the year and complete by April 30, 2024, to ensure students are well prepared and ready to successfully perform on remaining district and state assessments due in May.

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

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

Per 5Essentials data, although the overall collaborative teachers rating for the 2022-2023 school year was a rating of 63, which falls in the range of "strong". However, a subcategory, collective responsibility, was rated 38 (weak) which was a drop from the prior year's rating of 44. Improving collective responsibility wherein teachers are not only responsible for the learning success of their class but the learning success of all students will build a positive culture of collaboration ensuring teacher confidence in their craft resulting in teacher retention.

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

Collective responsibility will improve from a rating of 38 to 75.

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

This area of focus will be monitored qualitatively by observation and participation of teachers during PLCs and common planning regarding implementation of strategies for planning for and implementing effective instruction. Additionally, this area of focus will be measured by the interactions and willingness to support and share strategies that work with peers during common planning, MTSS and data chats.

Person responsible for monitoring outcome:

Kechiera Meadows (meadowsk@duvalschools.org)

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

The evidence-based intervention being implemented for this areas of focus (collective responsibility) is strategically grouped common planning sessions wherein there are fewer teachers to allow for more openness and vulnerability to areas of development and professional trust/relationship building.

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

This method of smaller, intimate professional development sessions will allow admin and admin support to provide differentiated support building teacher efficacy and teacher confidence so that when teachers collaborate with other grade level peers, they understand their contribution as well as others to the success of all students. Additionally, schoolwide data chats about OUR students and meeting their needs will engage more teachers as they understand that we are collectively responsible for the success of students in our individual classroom and others. The intentional design of the resource schedule allows for teacher groups for PLCs to be switched based as needed to ensure collaboration is well orchestrated, facilitated, and supported.

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 actively participate in strategically designed small group PLCs exchanging and sharing ideas regarding successes with learning of students and areas/needs for development or improvement. Admin and admin support will model, train, and support collaborative sessions wherein teacher groups plan lessons together, analyze each other's data, and collaborate next steps holding each other accountable. Additionally, teacher groups along with admin will follow up with peer classroom visits with focused feedback.

Person Responsible: Barbara Sims (blacksheab1@duvalschools.org)

By When: Regularly throughout the year and complete by May 30, 2024.

Teachers will actively participate in strategically designed small group PLCs exchanging and sharing ideas regarding successes with learning of students and areas/needs for development or improvement. Admin and admin support will model, train, and support collaborative sessions wherein teacher groups plan lessons together, analyze each other's data, and collaborate next steps holding each other accountable. Additionally, teacher groups along with admin will follow up with peer classroom visits with focused feedback.

Person Responsible: Kechiera Meadows (meadowsk@duvalschools.org)

By When: Regularly throughout the year and complete by May 30, 2024.

Teachers will actively participate in strategically designed small group PLCs exchanging and sharing ideas regarding successes with learning of students and areas/needs for development or improvement. Admin and admin support will model, train, and support collaborative sessions wherein teacher groups plan lessons together, analyze each other's data, and collaborate next steps holding each other accountable. Additionally, teacher groups along with admin will follow up with peer classroom visits with focused feedback

Person Responsible: Latonya Stafford (staffordl@duvalschools.org)

By When: Regularly throughout the year and complete by May 30, 2024.

Teachers will actively participate in strategically designed small group PLCs exchanging and sharing ideas regarding successes with learning of students and areas/needs for development or improvement. Admin and admin support will model, train, and support collaborative sessions wherein teacher groups plan lessons together, analyze each other's data, and collaborate next steps holding each other accountable. Additionally, teacher groups along with admin will follow up with peer classroom visits with focused feedback

Person Responsible: Julie Skinner (skinnerj@duvalschools.org)

By When: Regularly throughout the year and complete by May 30, 2024.

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

Instructional practice as it relates to Reading/ELA is an area of focus due to the following data:

Kindergarten - 39% of the students are were not on track to score at a level of proficiency on the standardized ELA assessment or progress monitoring data collected for 2022-2023.

First Grade - 59% of the students are were not on track to score at a level of proficiency on the standardized ELA assessment or progress monitoring data collected for 2022-2023.

Second Grade - 60% of the students are were not on track to score at a level of proficiency on the standardized ELA assessment or progress monitoring data collected for 2022-2023.

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

N/A - We are a K-2 primary learning center, and we do not have grades 3-5.

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

Kindergarten ELA proficiency will improve from 61% to 76% contributing to the overall K-2 ELA proficiency increase goal of 47% to 69% through the adherence to the full implementation of the UFLI (University of Florida Literacy Institute) foundational reading skills program.

First Grade ELA proficiency will improve from 41% to 66% contributing to the overall K-2 ELA proficiency

increase goal of 47% to 69% through implementation of instructional practices modeled and taught during professional development focused on improving ELA Core instructional delivery.

Second Grade ELA proficiency will improve from 40% to 65% contributing to the overall K-2 ELA proficiency increase goal of 47% to 69% through implementation of instructional practices modeled and taught during professional development focused on improving ELA Core instructional delivery.

Grades 3-5 Measurable Outcomes

NA - S. P. Livingston is a K-2 Primary Learning Center. We do not have students in grades 3-5.

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.

Use of UFLI Observation Logs during teacher UFLI Foundations Core block (which will be used for feedback and to guide next steps to ensure students are receiving consistent practice with phonemic awareness, graphemes, phonemes, and words that support skills needed for reading to improve student achievement outcomes. Administration will conduct weekly class visits in addition to benchmark walkthrough tool observation data to plan small group PLC support based on needs identified. Analyze and track data from common assessments and regularly monitor progress of student outcomes. Oversee and obtain feedback from reading interventionists, ESE teachers, paraprofessional, and resource teacher push-in support. Monitor logs/records of support to ensure fidelity of classroom support across grade levels.

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

Sims, Barbara, blacksheab1@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?

Small group professional development to include the understanding of and execution of components within the UFLI Foundation Core (Phonemic Awareness; Visual Drill; Auditory Drill; Blending Drill; New Concept; Word Work; Irregular Words; Connected Text) will be a strategy to meet the goal of improving Kindergarten ELA proficiency from 61% to 76%. Plan and facilitate weekly small group professional development sessions with teachers based on observations and data. – Modeling and training during

strategically designed small group professional development sessions will be the evidenced-based intervention to provide support with planning, organizing, and executing small group instruction.

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 ensure teachers are confident in their craft to help students learn beginning with kindergarten and are provided with specific individualized support based on data (observations and student results), as proven effective with students, will improve likelihood of improved instructional outcomes. Additionally, beyond the intimate professional development that will include support and modeling, ensuring strategies provided and learned during PLCs are being implemented, in-class follow up support and modeling will be an accountable measure to determine additional areas of intervention that may be needed.

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
Literacy Coaching and Professional Learning - Teachers will participate in strategically designed teacher small-group professional learning community sessions wherein components of and within UFLI Foundations and the ELA Core Instructional Framework are defined and practiced along with hands-on interactive practice with modeled expectations, examples, and resources/tools for instructional strategies and practices. Frequent observations during UFLI Foundations Core block using UFLI Coaching Guide Resources found in the K-5 ELA DCPS Curriculum Guide will be used to track and monitor adherence and dosage then ultimately the quality of the intervention program being implemented with fidelity for the desired outcome of improving ELA proficiency. Follow up and monitoring of executed collaborated lesson plans and/or instructional framework will be used to ensure ELA core instructional blocks are delivered with student engagement and provides multiple opportunities for student discourse.	Sims, Barbara, blacksheab1@duvalschools.org