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Sallye B. Mathis Elementary School

3501 WINTON DR, Jacksonville, FL 32208

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

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.

At Sallye B. Mathis Elementary, our mission is to create a safe learning environment that promotes problem solving, critical thinking, character development, and academic excellence for every student, every class, every day.

Provide the school's vision statement.

Students will be fully engaged and demonstrate their understanding and learning by completing performance based projects and tasks. Students will work on appropriately rigorous content that prepares them for success in college and in the workforce while taking ownership of their learning.

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
Brass, Ashley	CSS Site Coach	<ul style="list-style-type: none"> *Communicates general and technical information in a clear informative manner, and assists other professionals in planning and implementing strategies for teachers. *Facilitates dialogue through collegial discussion with the district administrative staff and school personnel. *Assists teachers in identifying trends in school data, in identifying individual student strengths and needs, and in analyzing and formulating school improvement strategies. *Models high quality teaching, observes new teachers in their classrooms and gives feedback to teachers in methodology. *Maintains appropriate documentation of teacher performance and assists teachers in demonstrating competencies. *Helps teachers in curriculum mapping and planning, and gives direction for integration of units and lesson planning. *Assists teachers with professional development in best practices, differentiating instruction and selecting best strategies for learning. *Works with school site mentors and administrators to assist with the development of new teachers. *Keeps a daily accountability log. *Attends coordination and training meetings with other district support
Johnson, Jaime		<ul style="list-style-type: none"> Knowledge of the school system and its organization. •Knowledge of applicable laws, rules, policies and procedures. •Knowledge of current educational trends and research. •Knowledge of personnel evaluation protocol and other personnel procedures. •Skill in problem solving, human interaction, and conflict management. •Skill in personnel management and supervision techniques. •Ability to cooperatively work with personnel at all levels of the organization. •Ability to plan, organize and manage multiple tasks and competing priorities. •Ability to employ the continuous improvement process for problem solving and managing change. •Ability to analyze, interpret, and use data in decision making. •Ability to prepare and manage assigned budget and allocated resources. •Ability to communicate effectively orally and in writing. •Ability to supervise and support leadership development in others at all levels of the organization. •Ability to counsel individuals relative to leadership opportunities and career options. •Ability to tolerate high levels of stress. •Ability to maintain confidentiality.
Forcine-Mobley, Tyra		<ul style="list-style-type: none"> •Knowledge of applicable laws, rules, policies and procedures. •Knowledge of current educational trends and research. •Knowledge of personnel evaluation protocol and other personnel procedures. •Skill in problem solving, human interaction, and conflict management. •Skill in personnel management and supervision techniques.

Name	Position Title	Job Duties and Responsibilities
Garland, Evelyn		<ul style="list-style-type: none"> •Ability to cooperatively work with personnel at all levels of the organization. •Ability to plan, organize and manage multiple tasks and competing priorities. •Ability to employ the continuous improvement process for problem solving and managing change. •Ability to analyze, interpret, and use data in decisionmaking. •Ability to communicate effectively orally and in writing. •Ability to supervise and support leadership development in others at all levels of the organization. •Ability to tolerate high levels of stress. •Ability to maintain confidentiality <p>Communicates general and technical information in a clear informative manner, and assists other professionals in planning and implementing strategies for teachers.</p> <ul style="list-style-type: none"> *Facilitates dialogue through collegial discussion with the district administrative staff and school personnel. *Assists teachers in identifying trends in school data, in identifying individual student strengths and needs, and in analyzing and formulating school improvement strategies. *Models high quality teaching, observes new teachers in their classrooms and gives feedback to teachers in methodology. *Maintains appropriate documentation of teacher performance and assists teachers in demonstrating competencies. *Helps teachers in curriculum mapping and planning, and gives direction for integration of units and lesson planning. *Assists teachers with professional development in best practices, differentiating instruction and selecting best strategies for learning. *Works with school site mentors and administrators to assist with the development of new teachers. *Keeps a daily accountability log. *Attends coordination and training meetings with other coaches in district. *Assists with the development of site-based professional development for teachers. *Serves as a liaison between assigned schools and district curriculum department.

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.

School data disaggregated with all stakeholders during pre-planning, SAC Meetings, and Annual Stakeholders meetings. Based on a needs assessment, all stakeholders share input to be considered for the SIP Plan

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 on monthly basis using data from Benchmark walkthrough Tool and state and local assessments on a monthly basis to determine the effectiveness of strategies implemented and impact on student achievement. The school will revise the plan as needed.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Black/African American Students (BLK) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 2017-18: C
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	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	1	1	1	0	0	0	0	3
Course failure in Math	0	0	1	1	1	0	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	16	18	17	0	0	0	51
Level 1 on statewide Math assessment	0	0	0	12	13	15	0	0	0	40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	16	18	17	0	0	0	51

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	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0
Students retained two or more times	0	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	28	23	17	15	15	16	0	0	0	114
One or more suspensions	3	2	6	4	1	3	0	0	0	19
Course failure in ELA	0	0	0	5	0	0	0	0	0	5
Course failure in Math	0	0	0	2	0	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	17	18	27	0	0	0	62
Level 1 on statewide Math assessment	0	0	0	7	10	20	0	0	0	37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	13	33	29	17	18	27	0	0	0	137

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	7	16	15	8	7	15	0	0	0	68

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	5	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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	28	23	17	15	15	16	0	0	0	114
One or more suspensions	3	2	6	4	1	3	0	0	0	19
Course failure in ELA	0	0	0	5	0	0	0	0	0	5
Course failure in Math	0	0	0	2	0	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	17	18	27	0	0	0	62
Level 1 on statewide Math assessment	0	0	0	7	10	20	0	0	0	37
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	13	33	29	17	18	27	0	0	0	137

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	7	16	15	8	7	15	0	0	0	68

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	5	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

II. Needs Assessment/Data Review

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

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	34	48	53	38	50	56	50		
ELA Learning Gains				45			60		
ELA Lowest 25th Percentile				43			75		
Math Achievement*	50	58	59	48	48	50	50		
Math Learning Gains				48			43		
Math Lowest 25th Percentile				50			18		
Science Achievement*	22	52	54	36	59	59	38		
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	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	143
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	44

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	308
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	1	
ELL				
AMI				
ASN				
BLK	35	Yes	1	
HSP				
MUL				
PAC				
WHT				
FRL	35	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL				
AMI				
ASN				
BLK	42			
HSP				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	43			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	34			50			22					
SWD	30			40			27				4	
ELL												
AMI												
ASN												
BLK	34			50			17				4	
HSP												
MUL												
PAC												
WHT												
FRL	32			45			22				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	45	43	48	48	50	36					
SWD	33	45	50	40	45	38	38					
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	37	42	43	49	45	45	33					
HSP												
MUL												
PAC												
WHT												
FRL	35	45	43	47	48	50	33					

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	50	60	75	50	43	18	38					
SWD	37	59		40	29		40					
ELL												
AMI												
ASN												
BLK	49	60	75	50	40	10	38					
HSP												
MUL												
PAC												
WHT												
FRL	47	60	73	47	43	20	33					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	38%	47%	-9%	54%	-16%
04	2023 - Spring	28%	50%	-22%	58%	-30%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	26%	46%	-20%	50%	-24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	53%	59%	-6%	59%	-6%
04	2023 - Spring	55%	58%	-3%	61%	-6%
05	2023 - Spring	35%	52%	-17%	55%	-20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	16%	48%	-32%	51%	-35%

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.

5th grade Science showed the lowest performance with 16% of students performing on grade level. Teacher pedagogy and teacher retention were contributing factors that negatively impacted student performance for the last three years.

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

Overall science proficiency also showed the greatest decline from the prior year by student proficiency decreasing from 36% in 2021-2022 school year to 24% in 2022-2023 school year. Teacher pedagogy and teacher retention were contributing factors that negatively impacted student performance for the last three years.

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.

in progress

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

Greatest areas of improvement were 3rd grade math proficiency increasing by 3% percentage point from 50% to 53%. Implementation of new curriculum, common planning, use of supplemental materials, and differentiated math centers contributed significantly to the increase in 3rd grade math.

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

When looking at the following subgroups: students with disabilities, students on free and reduced lunch, and and black students, reading proficiency rates ranged from 30% to 38%.

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

Highest priorities are:

1. 5th Grade Science
2. 3rd Grade Reading
4. 4th and 5th ELA Learning Gains

Area of Focus

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

#1. Positive Culture and Environment specifically relating to 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.

Sallye B. Mathis is currently a "D" school and has regressed in reading proficiency/growth in ELA and over the last 2 years in the following subgroups: students with disabilities, black students, and students on free and reduced lunch. 5 Essentials survey indicates that Collaboration Amongst teachers is very weak (25) specifically with professional development. We want to move to strong by the end of the year.

Measurable Outcome:

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

Students and staff will have quarterly opportunities to share to share feedback about professional development offered at school. By the end of the year, 70% should indicate they "have enough time to think carefully about, try, and evaluate new ideas" I and "be provided opportunities to work productively with colleagues in the school."

Monitoring:

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

Qualitative indicators include Percent of staff and students what feel participating in faculty PD and during class discussions. Do people feel comfortable asking questions and sharing ideas/feedback?

Person responsible for monitoring outcome:

Jaime Johnson (johnsonj@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.)

Ongoing weekly walk throughs, observation and coaching cycles, data chats, common planning sessions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Collaboration and data analysis are key to success and necessary for tracking progress.

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.

Professional Development during Early Release Days and Common Planning will be essential for Leadership to support teachers. Based on observational data and teacher feedback, PD topics will be set before each Early Release and Common Planning.

Person Responsible: Jaime Johnson (johnsonj@duvalschools.org)

By When: May 2024

Literacy Coaching- Weekly Common Planning Sessions with K-5 ELA teachers - The school will host teachers by grade level to participate in PLC activities centered around planning standards-based lessons, analyzing progress monitoring data, and reviewing student work samples. This work will be coordinated by our lead reading interventionist and supervised by the principal. Title I funds will be used to add supplemental personnel or supplemental materials to provide classroom instruction, professional development, specialized instruction and additional support to increase student achievement. During Common Planning and individual teacher data chats, specific data pertaining to ELA reading and student success will be discussed and analyzed to ensure we are monitoring progress

Person Responsible: Jaime Johnson (johnsonj@duvalschools.org)

By When: May 2024

Literacy Coaching- Weekly Common Planning Sessions with K-5 ELA teachers - The school will host teachers by grade level to participate in PLC activities centered around planning standards-based lessons, analyzing progress monitoring data, and reviewing student work samples. This work will be coordinated by our lead reading interventionist and supervised by the principal. Title I funds will be used to add supplemental personnel or supplemental materials to provide classroom instruction, professional development, specialized instruction and additional support to increase student achievement. During Common Planning and individual teacher data chats, specific data pertaining to ELA reading and student success will be discussed and analyzed to ensure we are monitoring progress

Person Responsible: Jaime Johnson (johnsonj@duvalschools.org)

By When: May 2024

#2. 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.

Reading proficiency has been decreasing for the past two years from overall rate of 50% to 36%. There is a need to increase language arts proficiency towards a 40% proficiency average. A 4% increase for the 23.24 school year (40%) is accessible under the new state standards, monitorable with the tri FAST assessments, and gets the school closer to the actuated goal (40%).

Measurable Outcome:

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

Reading proficiency has been decreasing for the past two years from overall rate of 50% to 36%. There is a need to increase language arts proficiency towards a 40% proficiency average. A 4% increase for the 23-24 school year (40%) is accessible under the new state standards, monitorable with the tri FAST assessments, and gets the school closer to the actuated goal (40%).

Monitoring:

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

This area of focus will be monitored using, renewed walkthrough observation, feedback and data collection, standards-based assessments within the curricula assessments and the tri FAST assessments data.

Person responsible for monitoring outcome:

Jaime Johnson (johnsonj@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 common planning and collaboration, coaching cycles and feedback, data analysis/data chat. Corrective Reading will also be used as in intervention for Tier II and Tier III students during an intervention block.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Collaboration and coaching support are proven strategy for success. The intervention is a Direct Instruction approach to provide intensive reading instruction with immediate corrective feedback,

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.

Title I funds will be used to add supplemental personnel (, math and reading interventionists, paras, tutor) or supplemental materials to provide classroom instruction, specialized instruction and additional support to increase student achievement. Title I funds will also be used for tutoring funds as well as supplemental materials to support instruction.

Person Responsible: Jaime Johnson (johnsonj@duvalschools.org)

By When: May 2024

Assessment- Our reading interventionist and general ed paras will provide small group interventions using programs such as Corrective Reading, Reading Mastery, Leveled Literacy Interventions, and UFLI to students in K-5 selected based on diagnostic data collected. The reading interventionists will also work to provide reading assessments to their students as well as supporting teachers to provide individualized assessments such as Corrective Reading, Level Literacy Intervention, and UFLI.

Person Responsible: Evelyn Garland (garlande1@duvalschools.org)

By When: May 2024

#3. Instructional Practice specifically relating to Collaborative Planning

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.

With new BEST math standards K-8 and new BEST ELA standards 3-8, it is critical we focus on understanding the benchmarks and prioritize professional development around planning and delivery and data analysis towards benchmarks.

Measurable Outcome:

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

95% + of teachers will plan and execute benchmark aligned lessons with high ratings using the Benchmark Walkthrough tool.

Monitoring:

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

Student FAST data and weekly classrooms walk throughs.

Person responsible for monitoring outcome:

Tyra Forcine-Mobley (forcinet@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.)

Ongoing weekly walk throughs, observation and coaching cycles, data chats, common planning sessions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Collaboration and data analysis are key to success and necessary for tracking progress.

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.

The Title I grant project and funds will be leveraged for supplemental programming and will be used to implement salaried and non-salaried activities. The activities and strategies include hiring 2 general education paras, a tutor, and math interventionist, and reading interventionist non-salaried activities will include: iReady Reading Instructional Materials, Measuring Up (Reading and Math), Acaletics materials to increase math skills and supplemental materials and supplies. We will also use Title I funds to support tutoring initiatives.

Person Responsible: Jaime Johnson (johnsonj@duvalschools.org)

By When: May 2024

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)).

Title I funds will be used to add supplemental personnel (paras, math and reading interventionists, tutor) or supplemental materials to provide classroom instruction, specialized instruction and additional support to increase student achievement. Title I funds will also be used for tutoring funds as well as purchase technology to support instruction.

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

Develop deep understanding of the Florida Benchmarks; create a system to progress monitor and track student acquisition of Florida Benchmark Foundational Skills; plan and implement standards aligned lessons and assessments; use student data for form small groups and provide additional opportunities for differentiated support; embed opportunities for students to read books that represent them and their interests

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

Develop deep understanding of the Florida Benchmark; plan and implement standards aligned lessons and assessment; use student data to develop small reading groups for additional direct instruction; embed opportunities for students to read books independently;

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

Students in grades K-3 will increase reading by 10% points

Grades 3-5 Measurable Outcomes

Students in grades 3-5 will increase reading proficiency by 10% points on the 2024 FAST.

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.

Frequent monitoring of classroom instruction by administrators will be ongoing to ensure that the instructional practice aligns with goals. Progress monitoring will occur after direct instruction of skills using ECBM, DIBELs, Exit Tickets or Checklists. Pre and post student data will be compared to determine the impact of evidence-based programs and interventions.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Johnson, Jaime, johnsonj@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?

Evidence Based Program: UFLI, Leveled Literacy Intervention (LLI)
 Evidence Based Practice: Response to Intervention; Repeated Reading; Direct Instruction; Gradual Release of Responsibility

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?

UFLI- The program will increase student aquisition of foundational reading skills.

LLI- The program will increase student reading and comprehension skills.

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 Leadership Team (LLT): The LLT will be comprised of the school principal, reading interventionist, VE Teacher, and primary and intermediate teacher representation. The LLT will monitor school progress toward SIP goals, monitor schoolwide reading data and plan activities to foster a school community love of reading. Assessment: Assessments	Johnson, Jaime, johnsonj@duvalschools.org
Professional Learning: Collaborative structures will be established to allow time for common planning. In addition, teachers will participate in aligned professional development to strengthen fidelity of implementation of evidence based programs and practices as mentioned above.	Johnson, Jaime, johnsonj@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.

Methods used for disseminating the SIP, UniSig budget, and SWP to stakeholders include monthly parental involvements events, Monthly SAC Meetings, Annual/Midyear Stakeholder meetings, and publication on school's website.

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))

Parents/Guardians-We believe partnering with our families is an integral component to providing an excellent education. We work to communicate clearly and consistently. We work to involve our families as

much as possible through in-person events monthly events and invite them to SAC a meetings.

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)

Overall Reading proficiency will be strengthened through a dedicated intervention block daily, weekly common planning, tutoring, and use of supplemental instructional materials.

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))

in progress

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))

100% of all faculty and staff will be fully trained in Youth Mental First Aid Training and TBRI.

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).

MTSS is a schoolwide model that will identify students for Tier II and Tier III Services to include 6 weeks of intensive interventions to improve targeted areas.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

All faculty and staff will participate in weekly professional development during common planning and monthly sessions during Early Dismissal Sessions.

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))

in progress

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Collaborative Planning	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes