

Duval County Public Schools

Hyde Grove Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Hyde Grove Elementary School

2056 LANE AVE S, Jacksonville, FL 32210

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

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.

HGE students will fluently read on grade level, be developed as independent thinkers and learners, and demonstrate mastery

Provide the school's vision statement.

HGE teachers, staff, and students having a collective responsibility for learning, school improvement, and growth
to empower every student so that they are achieving at his or her maximum potential in an encouraging, inspiring, and challenging learning 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
Little-Bartley, Erica	Principal	<p>Effective leadership begins with the development of a school wide vision of commitment to high standards and the success of all students. The principal's role is to spell out the vision and get all stakeholders on board. The principal will achieve this by:</p> <ol style="list-style-type: none"> 1. Shaping a vision of academic success for all students 2. Creating a climate that fosters a positive, safe learning environment 3. Cultivating leadership in others so that all stakeholders assume their role in fulfilling the school vision; 4. Improving instruction through professional development opportunities 5. Conducting frequent data chats in order to create the growth mindset in all teachers. <p>The principal will be present in classrooms to provide feedback and support and will participate in common planning and Professional Learning Communities in the areas of reading, mathematics, science, student data analysis and discipline. The Instructional Coach will provide support for both new teachers and teachers identified as needing tier 2 or tier 3 support. The coaches will provide support by:</p> <p>Promoting a knowledge base of effective strategies, assisting teachers by demonstration and modeling, practicing strategies and providing feedback through peer coaching, planning with teachers, facilitating on-site professional learning during early dismissal training that is content focused and by participating in on-going and extensive professional development via Instruction Intervention Team Cycles. The Reading Interventionists will provide additional support for students in the Lowest Quartile through data driven small group instruction. Interventionists will report progress with small groups during Leadership Team Meetings</p>
Porter, Janelle	Assistant Principal	<p>Serves as Assistant Principal of the learning community. Develops, articulates, communicates, and implements a shared vision that is supported by the larger organization and the school community.</p> <p>Essential Functions</p> <ol style="list-style-type: none"> 1. Monitors the success of all students in the learning environment; aligns the curriculum, instruction, and assessment processes to promote effective student performance; and uses a variety of benchmarks, learning, and expectations feedback measures to ensure accountability for all participants engaged in the educational process.

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 2. Promotes a positive learning culture; provides an effective instructional program; and applies best practices to student learning, especially in the area of reading and other foundational skills. 3. Leads, directs, and manages operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation. 4. Manages the organization, operations, facilities, and resources. Maximizes use of resources in an instructional organization. Promotes a safe, efficient, legal, and effective learning environment. 5. Collaborates with families, businesses, volunteers, and community members; responds to diverse community interests and needs; works effectively within the larger organization; and mobilizes community resources. 6. Collects and analyzes data for continuous school improvement. 7. Plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities. 8. Requisitions supplies, textbooks, and equipment; conducts inventories, maintains records, and checks on receipts for such material. 9. Prepares and/or supervises the preparation of all required reporting documents, accounting procedures and budgetary expenditures relative to school operations. 10. Performs other duties as assigned.

Provides explicit Reading instruction in a one-to-one or small group setting to improve specific reading skills of a particular child or small group of children to support regular classroom instruction. Works with school principal and reading teacher 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.

Essential Functions

Thompson, Reading
Lola Coach

1. Provides intensive instruction in reading to at-risk students in a one-on-one or small group setting.
2. 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.
3. Coordinates with school Principal to develop a schedule of one-on-one or small group reading support, based upon analysis of current data, for identified at-risk students.
4. Works closely with identified at-risk students' reading teacher to coordinate intervention program efforts that align with regular classroom instructional focuses to promote student success.

Name	Position Title	Job Duties and Responsibilities
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5. Monitors and maintains accurate data and anecdotal records on student progress towards reading achievement goals. Articulates the students' response or progress to intervention of at-risk students weekly through a progress monitoring data base system.
6. Performs other duties as assigned.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school begins by identifying all relevant stakeholders, that include but are not limited do parents, teachers, students, community members, and business organizations. Then the school reaches out to stakeholders through various channels such as meetings, surveys, emails, and public announcements. The use of these various channels is to clearly communicate the purpose of involving all parties in the SIP process. Next feedback is collected and analyzed.

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))

Monitoring will consist of clear performance indicators, especially for those students with the greatest achievement gap. The indicators will be defined with specific and measurable goals with data collection, analysis, collaboration with stakeholders, progress monitoring, and needs assessment. Throughout this process success factors will be identified with continuous learning and evaluation.

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	88%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No

2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) 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	1	53	60	0	0	0	0	0	0	0	114
One or more suspensions	1	9	4	0	0	0	0	0	0	0	14
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	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	9	5	0	0	0	0	0	0	0	14

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	37	37	0	0	0	0	0	0	74

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	9	5	0	0	0	0	0	0	14
Students retained two or more times	0	1	3	0	0	0	0	0	0	4

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	2	61	42	0	0	0	0	0	0	105	
One or more suspensions	0	7	1	0	0	0	0	0	0	8	
Course failure in ELA	2	5	4	0	0	0	0	0	0	11	
Course failure in Math	0	2	6	0	0	0	0	0	0	8	
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	27	45	0	0	0	0	0	0	74	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	37	39	0	0	0	0	0	0	78

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	1	4	0	0	0	0	0	0	7
Students retained two or more times	0	0	1	0	0	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	2	61	42	0	0	0	0	0	0	105	
One or more suspensions	0	7	1	0	0	0	0	0	0	8	
Course failure in ELA	2	5	4	0	0	0	0	0	0	11	
Course failure in Math	0	2	6	0	0	0	0	0	0	8	
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	27	45	0	0	0	0	0	0	74	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	37	39	0	0	0	0	0	0	78

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	1	4	0	0	0	0	0	0	7
Students retained two or more times	0	0	1	0	0	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*	29	48	53	30	50	56	29		
ELA Learning Gains				50			34		
ELA Lowest 25th Percentile				50			60		
Math Achievement*	37	58	59	42	48	50	32		
Math Learning Gains				57			35		
Math Lowest 25th Percentile				54			53		
Science Achievement*	34	52	54	26	59	59	24		
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)	ATSI
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	131
Total Components for the Federal Index	4
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	309
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	25	Yes	4	1
ELL				
AMI				
ASN				
BLK	34	Yes	1	
HSP	38	Yes	1	
MUL				
PAC				
WHT	33	Yes	1	

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	33	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	33	Yes	3	
ELL				
AMI				
ASN				
BLK	41			
HSP	44			
MUL				
PAC				
WHT	48			
FRL	44			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

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	29			37			34					
SWD	23			24			10				4	
ELL												
AMI												
ASN												
BLK	29			37			35				4	
HSP	30			45							2	
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	24			32			42				3	
FRL	29			36			36				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	30	50	50	42	57	54	26					
SWD	12	34	55	19	44	50	19					
ELL												
AMI												
ASN												
BLK	27	51	48	38	55	48	21					
HSP	39	50		36	50							
MUL												
PAC												
WHT	33	43		56	65		45					
FRL	29	51	53	41	55	55	25					

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	29	34	60	32	35	53	24					
SWD	20	31		22	46		9					
ELL												
AMI												
ASN												
BLK	24	36	70	25	29	45	9					
HSP	8			23								
MUL	40			40								
PAC												
WHT	49	45		54	45		73					
FRL	26	35	64	31	34	50	20					

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.

Grade 2 Reading was our lowest area of performance based on the STAR assessment. The contributing factors are inconsistent implementation of small group- differentiated instruction, benchmark-based instructional delivery and professional development needs with Benchmark content.

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

Grade 2 reading achievement continues to be the focus.. The primary factors related to this decline was the inconsistent implementation of small group- differentiated instruction, and benchmark-based instructional delivery. and the professional development needs for teachers with Benchmark content.

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.

Grade 2 reading data had the greatest gap. The contributing factors are inconsistent implementation of small group- differentiated instruction and benchmark aligned instructional delivery. New actions that will be taken include UFLI, foundational skills intervention through LLI, implementing extra skills remediation black during Early Dismissal Days, and having push-in support from Reading Interventionists, and tutoring specifically around foundational skills for Reading, and the addition of Florida B.E.S.T. Benchmarks taught through the Benchmark Advanced Curriculum.

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

The most improved area in our school was Grade 2 Math. The improvement is a direct correlation of the math intervention program, Acaletics, which embedded Math Club, a designated time to review and preview identifies math concepts. This program allowed teachers to expose students to mathematical concepts for grade level readiness.

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

Based on the EWS data, the area of concern is student absenteeism. Chronic absences greatly impacts student learning especially for students with existing learning deficits.

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

Increasing Grade 2 ELA and Math proficiency to prepare students for the Grade 3 state assessment; Maintain a daily student attendance average of 92% or higher; Implementation and monitoring of a school-wide PBIS program; Increased supports for students with disabilities

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 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.

Teachers expressed increasing more collective responsibility among the school community to create a positive and supportive environment per the the 5 essentials survey. Implementing a revised school-wide PBIS plan, this would help increase student attendance and ensure positive relationships among teachers and students to increase student achievement.

Measurable Outcome:

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

100% of stakeholders (i.e. administration, teachers, students and support staff) will engage in school wide positive environment initiatives.

Monitoring:

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

This area of focus will be monitored bi-weekly through PBIS meetings, attendance tracking, and also through surveys and additional feedback.

Person responsible for monitoring outcome:

Janelle Porter (porterj@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.)

Teachers and staff will implement the school wide positive behavior systems to ensure that students are given tangible feedback to support their academic performance. This includes Calm Classroom, TBRI training, strategies and interventions derived from Youth Mental Health First Aid training.

Using PBIS meeting notes, Bloomz ,and school wide recognitions and incentives, our team will monitor students and teachers with these educational platforms.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Utilizing a school wide PBIS system will ensure a positive school community that will impact all areas of focus.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

No action steps were entered for this area of focus

#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.

Grade 2 ELA classrooms content lacked aligned and focused benchmark-based instruction. Due to this, our students are not adequately prepared for the challenging instruction, tasks, and assessments that they will be exposed to in the upper grades. This observational data, combined with low proficiency rates as students transition from primary to intermediate grades, indicates a need for additional professional development, monitoring, and instructional support.

Measurable Outcome:

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

100% of our current Grade 2 core content teachers will engage in successful benchmark aligned instructional planning procedures and implementation.

Monitoring:

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

Instructional practice with benchmark aligned instruction will be monitored on a weekly to bi-weekly basis to ensure effectiveness of implementation. This will also be monitored by the Assistant Principal and the Reading Interventionists. Pre-work, student work protocols, and admin common planning will also be used for monitoring.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

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

Ensure students are exposed to benchmark aligned instruction, tasks, and assessments. Provide immediate feedback, PD and support to teachers using data from the Benchmark Walk-Through Tool.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

As expressed in the Opportunity Myth, schools need to ensure students are getting benchmark-aligned instruction, so they are prepared to face the assessments designed by the state, along with the following year's progression of benchmark.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Provide professional development to members of the leadership team and teachers to better the understanding of the alignment between the SIP and the benchmark aligned instructional plan.

Person Responsible: Erica Little-Bartley (littlee1@duvalschools.org)

By When: May 2024 (with ongoing adjustments as needed)

Calibrated Administration: Conduct instructional rounds to ensure a shared vision, and expectations of standards-based Instruction are established throughout the school

Person Responsible: Erica Little-Bartley (littlee1@duvalschools.org)

By When: May 2024 (with ongoing adjustments as needed)

Data Review: Data reviews will be ongoing in order to stay current of student needs and to appropriately plan for the next instructional steps. The Reading interventionist will help provide Tier 3 support for those students that need additional instructional support. Tutoring will be provided for students by teachers before or after school, to help with skills deficits. Supplies such as folders, supplementary curriculum, composition books, etc., will help with next steps.

Person Responsible: Lola Thompson (thompsonl2@duvalschools.org)

By When: May 2024 (with ongoing adjustments as needed)

Aligned Observations: Classroom observations will be used to ensure instruction, tasks, and assessments are aligned to grade-level benchmarks.

Person Responsible: Janelle Porter (porterj@duvalschools.org)

By When: May 2024 (with ongoing adjustments as needed)

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

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

Students with disabilities were identified as an additional targeted support and intervention group per state assessment data.

Measurable Outcome:

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

100% of students with disabilities will increase on state assessments and district assessments

Monitoring:

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

Ensure that SWDs are scheduled with appropriate support persons such as VE resource and interventionists. Provide persons working with SWD with resources and support for students to increase achievement levels

Person responsible for monitoring outcome:

Erica Little-Bartley (littlee1@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.)

Ensure that SWDs are scheduled with appropriate support persons such as VE resource and interventionists. Provide persons working with SWD with resources and support for students to increase achievement levels

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Ensure that SWDs are scheduled with appropriate support persons such as VE resource and interventionists. Provide persons working with SWD with resources and support for students to increase achievement levels

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.

Consistently monitor student IEP goals and make necessary adjustments as needed.

Person Responsible: Erica Little-Bartley (littlee1@duvalschools.org)

By When: Ongoing throughout the year

Ensure teachers are utilizing accommodations per the IEP

Person Responsible: Erica Little-Bartley (littlee1@duvalschools.org)

By When: Ongoing throughout the year

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)).

SWD data will be reviewed to determine funding needed to increase resources for identified students. Resources such as Reading Interventionists, supplemental reading intervention materials such as LLI, UFLI, and Acaletics will be utilized and implemented to increase achievement among SWD.

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

Our area of focus is to increase ELA proficiency in Grades K-2 to 60% school-wide. According to our STAR Spring Assessment data.

K-53%

1st-50%

2nd-64%

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

N/A

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

Aligned instructional delivery and student works tasks to the benchmarks; use of Tier 1 supports with students and teachers; effective and consistent small group instruction occurring everyday with accountability pieces; blended learning occurring every day; teacher use of data to make informed instructional decisions that positively impact student achievement; admin common planning shifting from the "HOW" to implementation; increase of results on assessments (district, monthly, weekly, etc.); aligned CFUs and teacher and student use of the focus board (knowing what the benchmark is asking students to do)

Grades 3-5 Measurable Outcomes

N/A

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.

Implement intentional and consistent Instructional practice with benchmark aligned instruction; monitor on a weekly to bi-weekly basis to ensure effectiveness of implementation. Have teachers engage in pre-work, student work protocols during admin common planning. Ensure students are exposed to benchmark aligned instruction, tasks, and assessments as modeled and discussed during PLC. Provide immediate feedback, modeling, PD, and support to teachers using data from the Benchmark Walk-Through Tool. Ensure teachers are equipped with PD and other resources to provide targeted support for small group instruction; adjust student groups as needed; utilize support personnel for Tier I and Tier III interventions during designated time block; UFLI implementation with fidelity; use of the phonics continuum with skills assessments

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Little-Bartley, Erica, littlee1@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?

The school will utilize the following evidence-based practices/programs: Benchmark Advance Curriculum; i-Ready Reading Blended Learning; UFLI Phonics; Reading Mastery; Leveled Literacy Intervention (LLI)

All of the practices and programs do align with the BEST ELA Standards.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The above mentioned programs address targeted student needs in order to reach proficiency. The programs are research-based and have proven results.

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
School-based leadership team will attend professional development to increase learning on how to implement effective literacy strategies and instruction for teachers.	Little-Bartley, Erica, litlee1@duvalschools.org
School-based literacy leadership team will meet to analyze data and provide next steps for literacy instruction and student grouping	Little-Bartley, Erica, litlee1@duvalschools.org
School-based literacy coach will be assigned to provide professional development, coaching, and small group literacy support	Little-Bartley, Erica, litlee1@duvalschools.org
Assessments will be given to progress monitor student achievement data in order to see if practices are effective and impacting student data	Little-Bartley, Erica, litlee1@duvalschools.org
Professional learning will be continuous throughout the school year	Little-Bartley, Erica, litlee1@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.

The SIP will be shared through the school website, hard copies will be available in the front office along with the process for stakeholders to request a copy, and it will be shared during Parent Night Events and SAC meetings.

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))

Positive relationships with parents will be built through Parent Night events, SAC meetings, parent-teacher conferences, parents utilizing Focus accounts to have access to student progress.

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)

By executing the strategic steps with our curriculum, instructional delivery, and use of our master schedule, the school aims to create a dynamic learning environment that not only strengthens the

academic foundation of its students but also fosters a love for learning, critical thinking skills, and the ability to impact student achievement.

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))

The plan is developed within all guidelines.

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))

Through the use of Full Service School, School Counselor, Hazel Health, and enrichment programs with our Boys and Girls Club afterschool program partnership.

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))

By involving opportunities to students to be exposed to prepare for postsecondary and the workforce. These include career and opportunity fairs, community partners, and exploratory field experiences.

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).

The school-wide MTSS process, Rtl team, and the MRT process are implemented to prevent and address problem behavior and early intervening services.

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

Professional learning is implemented based on the needs of the teachers and trends that are impacting students. Academic data is consistently monitored to ensure that students a meetings goals and next steps occur in the school improvement process.

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))

Annual transition to Kindergarten programs and parent night activities are implemented to help early childhood students transition to Kindergarten.

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: Early Warning System	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$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