Fort Caroline Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Fort Caroline Middle School

3787 UNIVERSITY CLUB BLVD, Jacksonville, FL 32277

http://www.duvalschools.org/fcm

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.

Our mission is to maintain an environment of appreciation for students' own individuality and uniqueness of others in a globally minded world through cooperation, collaboration, and creative freedom.

Provide the school's vision statement.

Fort Caroline Middle School of the Visual and Performing Arts will integrate academic excellence and cultural appreciation of the arts to transform students into lifelong learners who meet their full potential.

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
Wellington, Chelvert	Principal	Manage and supervise all school activities. Cultivate a safe and civil learning environment. Monitor teacher and student performance. Lead instructional work to achieve desired student achievement goals. Monitor student-achievement and performance through class observations, analysis of student work, and analysis of data. Ensure the school's goals, vision and mission are articulated and aligned with all stakeholders. Oversees math and social studies departments
Sarjeant, Leslie	Assistant Principal	Cultivate a safe and civil learning environment. Monitor teacher and student performance. Lead instructional work to achieve desired student achievement goals. Monitor student-achievement and performance through class observations, analysis of student work, and analysis of data. Oversees English/reading and science departments
Taliferro, Laura	Instructional Coach	To support the teachers and students in math classes. Provide in depth training and professional development for math teachers. Initiate, implement and support math club. Plan and analyze lessons with math teachers. Analyze student work and data with math teachers. Assist admin with development of coaching plans. Facilitate coaching cycles with the math teachers as assigned. model for teachers to gain deeper understanding of implementation of math concepts and instructional best practices
Brian, Harvin	Dean	Creates and cultivates a safe and civil environment Creates and leads the PBIS team Facilitates disciplinary parent conferences Facilitates enrollment of district support services for students and families in need Refer students to district approved behavior support programs Monitors and assists teachers with classroom management Processes student disciplinary referrals Provides PD and support for teachers for classroom management

Name	Position Title	Job Duties and Responsibilities
Swift, Shakesha		Testing and Avid Coordinator Facilitate and execute the plan for district and state testing. Train teachers on how to administer district and state testing. Ensure the mission and vision of AVID is infused in daily instructional practices in the building. Use AVID to promote a college going culture in the school building. Develop the AVID site plan and review with SITE PLAN team. Plan student activities that align to the AVID SITE PLAN.
Shakespeare, Tikila	Other	Testing and AVID Coordinator Facilitate and execute the plan for district and state testing. Train teachers on how to administer district and state testing. Ensure the mission and vision of AVID is infused in daily instructional practices in the building. Use AVID to promote a college going culture in the school building. Develop the AVID site plan and review with SITE PLAN team. Plan student activities that align to the AVID SITE PLAN.

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.

(1) SAC and PTA meetings are held monthly for all stakeholders. This gives parents the opportunity to freely give their voices to the administration and vote on items if need be.

(2) Notification for these events are made via school calendar, social media outlets, weekly email, school marquee, and website. All parents are encouraged to attend these meetings to have input and decision-making opportunities.

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))

Instruction and student performance will be monitored by administration through weekly walk-throughs with documentation and feedback; as well as regular reviews of formal and informal data from classroom, district, and state assessments. Instructional Coach will provide follow-up with ongoing professional development for planning lessons; implementation of standards-based instruction; collecting data and planning differentiated instruction; and best practices. Professional Learning Communities meetings are held weekly in addition to Grade Level Common Planning. Administration is also in attendance at PLC and Common Planning meetings. With ongoing monitoring, the SIP will be revised 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)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	84%
2022-23 Economically Disadvantaged (FRL) Rate	97%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
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)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 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	68	47	50	165
One or more suspensions	0	0	0	0	0	0	23	13	12	48
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	0	4	5
Course failure in Math	0	0	0	0	0	0	1	1	0	2
Level 1 on statewide ELA assessment	0	0	0	0	0	0	67	41	62	170
Level 1 on statewide Math assessment	0	0	0	0	0	0	56	27	33	116
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	44	36	36	116
	0	0	0	0	0	0	0	0	0	

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	122	87	103	312

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	2	5	7
Students retained two or more times	0	0	0	0	0	0	0	2	1	3

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	44	38	42	124
One or more suspensions	0	0	0	0	0	0	4	18	19	41
Course failure in ELA	0	0	0	0	0	0	3	0	2	5
Course failure in Math	0	0	0	0	0	0	4	1	5	10
Level 1 on statewide ELA assessment	0	0	0	0	0	0	37	32	47	116
Level 1 on statewide Math assessment	0	0	0	0	0	0	38	35	40	113
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	32	26	40	98

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	19	17	24	60

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	4	1	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	44	38	42	124
One or more suspensions	0	0	0	0	0	0	4	18	19	41
Course failure in ELA	0	0	0	0	0	0	3	0	2	5
Course failure in Math	0	0	0	0	0	0	4	1	5	10
Level 1 on statewide ELA assessment	0	0	0	0	0	0	37	32	47	116
Level 1 on statewide Math assessment	0	0	0	0	0	0	38	35	40	113
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	32	26	40	98

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	19	17	24	60

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	4	1	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	31	42	49	32	43	50	31		
ELA Learning Gains				41			30		
ELA Lowest 25th Percentile				38			31		
Math Achievement*	41	49	56	41	35	36	31		
Math Learning Gains				55			29		
Math Lowest 25th Percentile				51			28		
Science Achievement*	34	48	49	34	48	53	35		
Social Studies Achievement*	59	66	68	47	53	58	60		
Middle School Acceleration	82	82	73	79	47	49	64		
Graduation Rate					48	49			
College and Career Acceleration					69	70			
ELP Progress		31	40		85	76	46		

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)	TSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	247
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	418
Total Components for the Federal Index	9
Percent Tested	98
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	20	Yes	4	4
ELL	33	Yes	4	
AMI				
ASN				
BLK	40	Yes	1	
HSP	41			
MUL	34	Yes	1	
PAC				
WHT	70			
FRL	43			

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	28	Yes	3	3
ELL	21	Yes	3	1
AMI				
ASN				
BLK	44			
HSP	45			
MUL	42			
PAC				
WHT	59			
FRL	42			

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	31			41			34	59	82			
SWD	23			16			12	27			4	
ELL	20			45							2	
AMI												
ASN												
BLK	23			36			20	51	69		5	
HSP	39			40			29	56			4	
MUL	28			39							2	
PAC												
WHT	60			58			67	75	89		5	
FRL	27			35			23	53	75		5	

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	32	41	38	41	55	51	34	47	79			
SWD	12	36	39	15	42	48	12	21				
ELL	5	13		26	41							
AMI												
ASN												
BLK	23	35	40	35	55	57	30	45	78			
HSP	36	54		48	60	50	29	36				
MUL	48	45		43	32							
PAC												
WHT	58	51		60	55		55	60	77			
FRL	25	37	37	35	53	55	26	38	69			

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	31	30	31	31	29	28	35	60	64			46
SWD	4	14	19	7	25	28	17					
ELL	13	35	36	22	35		20					46
AMI												
ASN												
BLK	25	26	30	26	24	24	26	59	54			
HSP	39	34	27	33	29	31	44					
MUL	43	48		33	50		33					
PAC												
WHT	53	40	30	51	43	50	68	90	83			
FRL	23	25	31	23	24	29	25	53	55			

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
07	2023 - Spring	28%	40%	-12%	47%	-19%
08	2023 - Spring	29%	41%	-12%	47%	-18%
06	2023 - Spring	32%	38%	-6%	47%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	34%	43%	-9%	54%	-20%
07	2023 - Spring	47%	40%	7%	48%	-1%
08	2023 - Spring	34%	45%	-11%	55%	-21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	23%	35%	-12%	44%	-21%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	79%	52%	27%	50%	29%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	92%	64%	28%	63%	29%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	60%	63%	-3%	66%	-6%

III. Planning for Improvement

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

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

The data component with the lowest performance is ELA at 30% proficiency. While a new assessment and benchmarks were introduced in 2023 along with more progress monitoring, teacher practices around supporting struggling readers was inconsistent.

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

While Science maintained the greatest area of decline from last year, ELA proficiency also showed decline from 2022 with a 3% drop. Factors that contributed to the decline is teachers and students adapting to new standards/benchmarks and new curriculum; inconsistent implementation of differentiated instruction; and lack of student interaction with text in the content areas.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap to the state average is ELA with a 17% drop.

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

The data component with the most improvement is mathematics. While teachers also worked with new standards and curriculum, there was more attention to formal and informal data and consistent implementation of small group instruction.

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

One potential area of concern is student attendance and its contribution to student performance. Another area of concern is discipline and its contribution to students being out of class and/or school.

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

1) Literacy across all content areas
2) Teacher development and support (instruction, discipline)
3) Student attendance

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

#1. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

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.

Historically, student performance in ELA has maintained in the low 30% proficiency across all curriculum groups, curriculum and standards implementation regardless of state expectations. This indicates a need for robust professional development in the areas of lesson planning, interpretation of state standards, and instructional implementation. In addition there must be consistent feedback and coaching.

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

Ninety percent of content area teachers will engage in collaborative planning and implement strategies and practices provided through professional development.

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

Collaborative planning, professional development, and instructional strategies implementation will be monitored by administrators through weekly walk-throughs and feedback followed by coaching support as needed. The Instructional Leadership Team will meet weekly to discuss trends in teacher practice and plan next steps.

Person responsible for monitoring outcome:

Chelvert Wellington (wellingtoc3@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.)

Students must be exposed to rigorous Standards-Aligned instruction, tasks, and assessments through instructional delivery. Teachers need professional development to refine their practices in this area. According to educational researcher and author, Jim Knight in his professional book, "High Impact Instruction" (2013, Corwin), "all professional learning has a direct impact on teacher effectiveness and student development."

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

By impacting teacher efficacy through evidence-based practices that they learn and implement with fidelity we will see more student engagement, productivity, and growth.

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.

School Instructional Coach will train core content area teachers regarding the effectiveness of benchmark/standards-aligned instruction on the overall success in student learning and how it relates to the school improvement plan.

Person Responsible: Leslie Sarjeant (sarjeantl@duvalschools.org)

By When: Ongoing throughout school year beginning week of 8/7/23.

Reflection on action steps to determine effectiveness of planning and training. Teachers will also provide reflection of teaching practices to increase knowledge of benchmarks/standards.

Person Responsible: Leslie Sarjeant (sarjeantl@duvalschools.org)

By When: Ongoing throughout school year beginning week of 8/21/23.

Continued monitoring with the use of the benchmark walk-through forms to determine which teachers need additional support. Follow-up support will be given to identified teachers.

Person Responsible: Chelvert Wellington (wellingtoc3@duvalschools.org)

By When: Ongoing throughout school year beginning week of 8/21/23.

#2. Positive Culture and Environment specifically relating to Early Warning System

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

The 5 Essential Survey Report identified a decrease in the number of students who feel positive connections and support from their teachers. Connections are made among faculty, staff and students so that they are moving in the same direction, through common vision, practices and effective systems or trust in teachers' ability to meet the students' needs.

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

At least 75% of students will receive positive behavior referrals or be nominated by teachers monthly as a Student Thriving in Excellence to acknowledge their contributions to the school and peers.
Class I discipline referrals will be reduced to 25% or less due to
teacher proactive classroom interventions and practices.
Increase teacher visibility at student activities and events by
50%.

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

Monthly monitoring of student discipline referrals.
Planned teacher participation at student events and activities for
all who are able to attend,

Person responsible for monitoring outcome:

Harvin Brian (harvinb@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.)

CHAMPS behavioral intervention
Positive Behavior Interventions and Supports professional
development.
Restorative Justice Professional Development

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

Research indicates that strong utilization of CHAMPS with an
intense focus on PBIS lessons produces results directly aligned
with student behaviors.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Teachers collaborate on developing a plan for the most effective strategies for addressing student behavior in their classrooms and on their team. Teachers revisit plan and make adjustments as needed.

Person Responsible: Harvin Brian (harvinb@duvalschools.org)

By When: Ongoing throughout the school year beginning the week of 8/14/23.

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).

N/A

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

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

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

N/A

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.

N/A

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

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?

N/A

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?

N/A

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

N/A

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.

We will make a concerted effort to provide an interpreter for parent meetings, events, and activities to ensure parents have a defined understanding of how they can assist their child in academic success. When interpreters are not available, we will utilize the support of the faculty and staff of Fort Caroline. Information will be delivered verbally and written in each parent session. Information is sent via School Messenger and through social media.

(1) A printed copy of the SIP will be provided in the Parent Resource Room, during SAC and PTA meetings, Title I Parent Engagement meetings, and will be made available through the front office upon request.
(2) We can also provide this document in Spanish and French.

https://dcps.duvalschools.org/domain/5933

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))

1. Each semester, parents are invited to participate in parent events that focus on upcoming assessments, transition information, and school wide data.
2. In the weekly communication, parents are guided with various support documents
that assist them in measuring their child's grades and progress on blended learning against grade level standards.
3. Assessments will vary by subject area and include a variety of district progress monitoring tools and teacher created assessments.
4. We will host Dine and Data night to promote academic data and understanding of assessment scores.
All information will be presented in all applicable languages if necessary.

https://dcps.duvalschools.org/domain/7931

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)

Investing time, attention, and support around teacher instructional development and implementation of high impact teaching strategies that not only improve teacher practice, but student learning.

Monitoring implementation of strategies and their impact on student learning.

Provide feedback and instructional support through coaching and modeling.

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))

Portions of our SIP is supported by our Title ! Part A, Parent and Family Engagement Plan, which is designed to increase parental and family support of students in our school by providing opportunities to become involved in the school community throughout the school year.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$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.

No