

Duval County Public Schools

Ramona Boulevard Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Ramona Boulevard Elementary School

5540 RAMONA BLVD, Jacksonville, FL 32205

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

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.

It is our mission to establish an environment that addresses and promotes the needs of the whole child. This environment will provide exciting opportunities for all students, staff members, parents and community members to experience success. Students will learn the importance of working together to solve problems and reach common goals.

Provide the school's vision statement.

We believe that all students at Ramona Boulevard Elementary School will become life long learners by participating in a comprehensive academic program that fosters creativity and independent thinking

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
Lampkin, DeVonne	Principal	Provide strategic direction in the school system. Develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. Develops safety protocols and emergency response procedures.
Sapp, Daniel	Assistant Principal	Assist the principal in interviewing and evaluating instructional and noninstructional staff. Supervise instructional and non-instructional staff. Help create school-wide goals including those related to student learning and student behavior. Manage student behavioral issues including those in the cafeteria along with those referred by teachers and bus drivers. Supervise or arrange for supervision of student activities both during and after school hours including school assemblies, athletic activities, and music and drama productions. Share responsibility for setting and meeting the school's budget. Set up the academic schedule for teachers and students. Keep track of all activities on the school calendar. Conduct staff meetings.
Wadsworth, Michelle	Instructional Coach	Provides high quality mathematics instruction to individual students and small groups. Uses data to provide instruction to students and to bring their skills to grade-level. Collaborates with teachers, administration, and families/student advocates to help identify best practices for individual and small groups of students. Uses identified research-based interventions focuses specifically on individual student needs. Maintains data-based documentation of continuous monitoring of student performance and progress. Provides data to school teams and participates in decisions about student progress. Communicates with teachers, administration, and families/student advocates regarding student progress. Assists with identifying students for placement in intervention groups. Participates in meetings with teachers, administration, and families to discuss student placement and progress. Provides diagnostic assessments for students as needed. Supports implementation of assessment tools and data management systems. Other related duties as assigned by administration.
Richmond, Frances	Math Coach	The math coach provides staff support that will improve teaching and learning – including: teaching strategies, assessment of math skills, interpretation, and use of assessment results. Conducts demonstration lessons to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed. Provides on-site staff development to ensure that teachers are knowledgeable about program components and understand the instructional design of how the program meets the standards (alignment). Serves as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students and assists teacher in preparation pacing for instruction.

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.

Assist the principal in interviewing and evaluating instructional and noninstructional staff. Supervise instructional and non-instructional staff. Help create school-wide goals including those related to student learning and student behavior. Manage student behavioral issues including those in the cafeteria along with those referred by teachers and bus drivers. Supervise or arrange for supervision of student activities both during and after school hours including school assemblies, athletic activities, and music and drama productions. Share responsibility for setting and meeting the school's budget. Set up the academic schedule for teachers and students. Keep track of all activities on the school calendar. Conduct staff meetings.

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))

During the SAC meetings, teachers, parents, students, and community business partners will monitor the effectiveness of the SIP through vote upon the components of the SIP on-going data disaggregation and alignment with the achievements or lack of to the action steps outlined on the SIP. This will be done through grade level meetings, data chats, faculty meetings, and SAC meetings. To ensure continuous improvement, the plan will be revised through analyzing what the areas of concern are and developing new implementation steps that will be purposeful in targeting the areas of focus.

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 KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	87%
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.	2021-22: C
	2019-20: D
	2018-19: D
	2017-18: D
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	2	37	37	25	26	23	0	0	0	150
One or more suspensions	0	1	0	2	2	2	0	0	0	7
Course failure in English Language Arts (ELA)	0	0	1	1	0	1	0	0	0	3
Course failure in Math	0	0	1	2	0	0	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	2	19	23	0	0	0	44
Level 1 on statewide Math assessment	0	0	0	3	20	17	0	0	0	40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	7	2	5	0	1	0	0	0	16

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	1	26	19	18	22	19	0	0	0	105

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	3	0	1	0	0	0	5
Students retained two or more times	2	7	2	5	0	1	0	0	0	17

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	1	28	20	24	28	21	0	0	0	122
One or more suspensions	3	0	0	3	4	3	0	0	0	13
Course failure in ELA	1	4	1	2	1	1	0	0	0	10
Course failure in Math	1	3	1	2	0	1	0	0	0	8
Level 1 on statewide ELA assessment	0	0	0	6	19	17	0	0	0	42
Level 1 on statewide Math assessment	0	0	0	6	11	10	0	0	0	27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	14	18	25	11	11	0	0	0	80

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	1	14	18	25	11	11	0	0	0	80

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	2	0	6	1	1	0	0	0	11
Students retained two or more times	0	0	0	1	2	1	0	0	0	4

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	1	28	20	24	28	21	0	0	0	122
One or more suspensions	3	0	0	3	4	3	0	0	0	13
Course failure in ELA	1	4	1	2	1	1	0	0	0	10
Course failure in Math	1	3	1	2	0	1	0	0	0	8
Level 1 on statewide ELA assessment	0	0	0	6	19	17	0	0	0	42
Level 1 on statewide Math assessment	0	0	0	6	11	10	0	0	0	27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	14	18	25	11	11	0	0	0	80

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	1	14	18	25	11	11	0	0	0	80

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	2	0	6	1	1	0	0	0	11
Students retained two or more times	0	0	0	1	2	1	0	0	0	4

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	32	50	56	24		
ELA Learning Gains				48			32		
ELA Lowest 25th Percentile				43			46		
Math Achievement*	44	58	59	45	48	50	27		
Math Learning Gains				57			38		
Math Lowest 25th Percentile				67			21		
Science Achievement*	34	52	54	36	59	59	19		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		54	59				77		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	140
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	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	328
Total Components for the Federal Index	7
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	27	Yes	4	1
ELL				
AMI				
ASN				
BLK	34	Yes	1	
HSP				
MUL				
PAC				
WHT	38	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	32	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	35	Yes	3	
ELL				
AMI				
ASN				
BLK	45			
HSP	30	Yes	1	1
MUL				
PAC				
WHT	50			
FRL	46			

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			44			34					
SWD	21			29							3	
ELL												
AMI												
ASN												
BLK	27			46			28				4	
HSP												
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	35			41							2	
FRL	27			40			28				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	32	48	43	45	57	67	36					
SWD	14	38		30	59							
ELL												
AMI												
ASN												
BLK	28	43	44	43	59	63	32					
HSP				30								
MUL												
PAC												
WHT	47			53								
FRL	32	49	41	46	57	67	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	24	32	46	27	38	21	19					77
SWD	18	25		11	31		9					
ELL												77
AMI												
ASN												
BLK	20	25	42	27	33		15					
HSP	33			33								
MUL	15			23								
PAC												
WHT	50			30								
FRL	23	33	50	27	38	23	19					82

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	29%	47%	-18%	54%	-25%
04	2023 - Spring	33%	50%	-17%	58%	-25%
03	2023 - Spring	24%	46%	-22%	50%	-26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	35%	59%	-24%	59%	-24%
04	2023 - Spring	51%	58%	-7%	61%	-10%
05	2023 - Spring	42%	52%	-10%	55%	-13%

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

III. Planning for Improvement

Data Analysis/Reflection

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

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

Reading data was 32% for SY 22/23 the same as 21-22. The contributing factors to this need for improvement was the lack of Reading coach as well as a 5th grade vacancy.

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

No data component declined from the prior year.

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.

ELA data had the greatest gap when compared to the state average. The contributing factors to this need for improvement was the lack of Reading coach as well as a 5th grade vacancy.

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

The math component showed the most improvement. Improved teacher efficacy and their instructional model and delivery.

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

Our attendance data is an area of concern. Forty-eight percent of our students missed 20 or more days.

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

Increased reading proficiency at all grade levels.

Decrease the number of students missing 20 or more days.

Extended professional development to teachers to build their teaching capacity.

The other focus will be implementing a school-wide science program so there is consistent science inquiry and investigations taking place from Kindergarten through fifth grade.

Area of Focus

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

#1. ESSA Subgroup specifically relating to Hispanic

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.

ESSA data for the Hispanic student subgroup fell below the 41% threshold.

Measurable Outcome:

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

The average percentage of Hispanic students meeting proficiency standards in ELA, 30%, Math 30% and Science 0%=20% will increase to to the 41% threshold as measured by 2024 FAST PM3.

Monitoring:

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

This area of focus will be monitored with equity in mind through formal assessments, activities, group discussions, projects and other instructional activities.

Person responsible for monitoring outcome:

Cristina Rosario (rosariomaldonadoc@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.)

Culturally-responsive teaching emphasizes the everyday concerns of students, such as important family and community issues, and works to incorporate these concerns into the curriculum.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for Culturally-responsive instruction is that it improves the acquisition and retention of new knowledge by working from students' existing knowledge base, improves self-confidence and self-esteem by emphasizing existing knowledge, and increases the transfer of school-taught knowledge to real-life situations.

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.

Activate students' prior knowledge. This might include asking students what they know about a particular concept and connecting that to the lesson you're introducing. For example, before you begin a story about a character adjusting to life in the U.S., you might ask students to think about when they've encountered a new environment.

Person Responsible: Robin Stroman (stromanr1@duvalschools.org)

By When: 12/15/23

Make learning contextual. When discussing a text or primary source that is from or about another time, place, or culture, encourage students to connect it to their lives or the current moment.

Person Responsible: Robin Stroman (stromanr1@duvalschools.org)

By When: 12/15/23

#2. 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.

ESSA data for the SWD student subgroup fell below the 41% threshold.

Measurable Outcome:

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

The average percentage of SWD meeting proficiency standards in ELA, 20%, Math 27% and Science 33%=27% will increase to to the 41% threshold as measured by 2024 FAST PM3.

Monitoring:

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

Student achievement levels and progress will be monitored following PM1 and PM2. School leaders and classroom teachers will collaborate to create individualized student support plans.

Person responsible for monitoring outcome:

DeVonne Lampkin (lampkind@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.)

Individualized support plans and extended learning opportunities will be provided for students needing support or not making progress based on PM1 and PM2 Intervention opportunities will include

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Individualizing support will help us identify root causes and initiate interventions that will help each student improve. Extended learning opportunities including tutoring will help students learn or increase understanding of difficult skills and concepts.

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.

Identify students in the SWD subgroup needing additional support as measured by 2023 PM3, 2024 PM1 and PM2 ELA, Math & Science data. Provide differentiated small group instruction to identified students during the school day.

Provide instruction that is aligned to student's IEP goals and specially designed to meet the student's unique needs.

Use evidence-based practices for students with disabilities to teach foundational literacy and math skills. Make rigorous texts, materials, content, and activities accessible to students through supplementary aids including assistive technology.

Collect data and monitor progress towards IEP goals and objectives on an intentional and regular schedule. Adjust services and accommodations if supported by data.

Person Responsible: Frances Richmond (richmondf@duvalschools.org)

By When: 12/15/23

#3. 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.

According to the 2022-2023 F.A.S.T. PM3, 30% of 3rd grade students were proficient in ELA, 4th grade ELA proficiency rate of 33% and 5th grade ELA proficiency rate of 33%. Based on the data and the identified contributing factors of a high number of ESE students levels 1 and 2, ensuring ESE student accommodations are given, readiness levels in grades K-2, and a need for more standards-based explicit instruction will be implemented.

Measurable Outcome:

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

The specific measurable outcome the school plans to achieve is to increase the ELA proficiency in grade 3-5 at least 7 percentage points on the FAST PM3 from 37% to 40%

Monitoring:

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

The Area of Focus will be monitored for the desired outcome by having the Reading Coach/Interventionist plan with and support Reading teachers during common planning, PLCs and during instruction.

Person responsible for monitoring outcome:

Robin Stroman (stromanr1@duvalschools.org)

Evidence-based Intervention:

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

The evidence-based intervention being implemented for this Area of Focus is ensuring that students have exposure to foundational skills needed for comprehension. As a result, students will be instructed using UFLI focusing on the foundational skills in Reading.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting this is so students can have a solid foundation and build upon the Reading skills necessary to have be able to read fluently and comprehend the text being read.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Teachers will collaborate during the opening of schools meeting to review student data from the prior year to identify the area of focus for the incoming students for their respective grade level. Based on the disaggregation of data, teachers at each grade level will be able to better strategize the best practices and strategies needed in order to have purposeful and targeted lessons during their delivery of instruction.

Person Responsible: Robin Stroman (stromanr1@duvalschools.org)

By When: 12/15/2023

Hire Title I funded instructional coaches and interventionists to provide professional development through the Professional Learning Community (PLC) model and provide coaching cycles to strengthen instruction.

Utilize Accelerated Reader and computer-adaptive programs and computers to develop differentiated pathways for students in all subgroups.

Implementation of a comprehensive intervention plan that includes focused classroom small group instruction and intensive intervention.

Teachers will engage in weekly collaborative planning to plan for reading instruction. Based on the weekly collaborative planning opportunities, teachers will develop and execute lessons and assessments that are benchmark-aligned.

Ramona will also employ a Media Specialist to enhance our literacy initiatives.

Person Responsible: Robin Stroman (stromanr1@duvalschools.org)

By When: 12/15/2023

Teachers will engage in professional growth practices focusing on the clarifications of benchmarks and questioning skills to meet proficiency. Based on this, teachers will have a better understanding of what students' misconceptions are with specific benchmarks and will be able to better target their instruction and provide remediation opportunities for students.

Person Responsible: DeVonne Lampkin (lampkind@duvalschools.org)

By When: 12/15/2023

#4. 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.

For the 2022-2023 school year, Forty-eight percent of Ramona's students were absent 20 or more days. Based on the data and the identified contributing factors of parents not understanding the importance of attendance correlation to academic success, we will implement the Targeted Element of Attendance Incentive Program.

Measurable Outcome:

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

Ramona will decrease the number of students missing more than 20 days by 8%. From 48% to 40%.

Monitoring:

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

Attendance will be taken daily by teachers and reported if a student has missed more than 2 days within a 5 day period. The assistant principal will monitor the attendance weekly to make phone call to absent students. The school counselor will monitor the attendance weekly.

Person responsible for monitoring outcome:

Daniel Sapp (sappjrd@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.)

Create Partnerships to Support Family and Community Engagement to promote strong attendance as well as acting as a personal contact for students with high absenteeism.

Review attendance data and determine cause of attendance concerns as well as academic and behavior concerns in order to problem solve.

Students who struggle with attendance will receive home visits.

Provide incentives for students who attends school regularly.

Begin meeting with parents whose children have accumulated 3 total absences to identify resources to parents to ensure students are in attendance daily

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting this specific strategy is so parents can be provided with the necessary resources so their children can attend school daily to obtain a quality education and a school wide commitment to decrease absenteeism leads to student success.

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.

Collect and Analyze Attendance Data review data and determine cause of attendance concerns as well as academic and behavior concerns in order to problem solve.

Person Responsible: Daniel Sapp (sappjrd@duvalschools.org)

By When: Sept 1, 2023

Create Partnerships to Support Family and Community Involvement to send the message around the importance of attendance, consequences of poor attendance such as lower academic achievement as well as school consequences, and how the school defines a student being fully present as opposed to tardy or partially absent.

Person Responsible: Daniel Sapp (sappjrd@duvalschools.org)

By When: Sept 1, 2023

Develop a Attendance Team. Students with two or more absences in a month trigger a referral to the school's Attendance Team. The Attendance Team, includes, a teacher(s), counselor, administrator, parent(s) and student,(reviews data and determines causes) and problem solves around the student's attendance. In addition to student and family related causes, the attendance team should recognize the potential role of school factors in attendance problems.

Person Responsible: Daniel Sapp (sappjrd@duvalschools.org)

By When: Sept 1, 2023

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).

Ramona will communicate how resource (re)allocation decisions with teachers, parents, students, and other stakeholders.

Data will be kept on which students have access strategies used with TSSSA and Title One funds.

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

The percentage of students in K-3 that scored proficient based on the 2022-2023 Star Assessments are as follows: K-41%, 1st-41% & 2nd 45%. Students who were not proficient struggle with phonics, phonemic awareness and the necessary strategies to comprehend a text. The 1st and 2nd grade scores were due to students entering a grade already below level which impacted their on grade-level performance and showed a need for acceleration to close the existing achievement gap.

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

The percentage of students in 3-5 who scored proficient based on the 2022-2023 FAST Assessment are as follows: 3rd-30%, 4th 33% & 5th 33%. These percentages are indicators of the percentage of students in each grade level who are not on track to score a proficiency level on the statewide, standardized ELA assessment. This score was due to students entering a grade already below level which impacted their on grade-level performance and showed a need for acceleration to close the existing achievement gap.

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

The percent of grades K-2 students scoring proficient, will increase to 50% or higher as measured by the Spring 2024 STAR ELA assessment.

Grades 3-5 Measurable Outcomes

The percent of grades 3-5 students scoring proficient, which is a level 3 or higher will increase to 50% or higher as measured by the 2024 ELA state assessment.

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.

We will collect literacy-focused assessment data, including standardized tests and alternative assessments

(such as samples of students' work and observations of students' reading behavior and performance).

We

will also look beyond assessment data to children's attitudes toward reading, comments from families, and

any other information that sheds light on whether the goals are being met. We will review and analyze this

information to determine the value of various elements of the strategies implemented and how well these elements foster students' success. Finally, they make adjustments in areas that need improvement.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Lampkin, DeVonne, lampkind@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?

We will use the following evidence based practices that align with the B.E.S.T. ELA Standards as well as the districts K012 Comprehensive Evidence Base Reading Plan.

Use a variety of methods for listening for sounds in words and estimating their spellings (e.g., blocks, letter magnets, Elkonin boxes, or phoneme-grapheme mapping).

Systematically teach and practice phonics skills in relation to students' needs and aligned with the expectations of the B.E.S.T. Standards for ELA and district expectations.

Engage in guided practice and explicit teaching using UFLI

Engage in guided practice through coaching and cueing to apply accurate decoding knowledge during reading and writing of continuous text to ensure that students read and write with accuracy and understanding

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?

Word study deepens comprehension and strengthens writing through developing an awareness of segments of sounds in speech (phonological awareness leading to phonemic awareness), how sounds in speech connect to printed letters (phonics), decoding words (including analyzing word parts, writing words, and recognizing words), and spelling.

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
Explicitly teach the connection between talk, reading, and writing to support students in transferring knowledge about sounds, letters, and words to simultaneously grow as readers and writers.	Lampkin, DeVonne, lampkind@duvalschools.org
Use word parts (i.e., common inflections, affixes, and roots) to increase comprehension of word meanings while also improving decoding and encoding abilities.	Lampkin, DeVonne, lampkind@duvalschools.org
Provide a school wide professional development in the use literacy strategies that can be embedded into core instruction and student intervention. The professional development will start whole group so that administration can set expectations. Then teachers will split into differentiated groups based on need and teacher leaders will present the strategies as they are used with students in their grade levels.	Lampkin, DeVonne, lampkind@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.

Ramona Blvd Elementary will disseminate the school-wide plan through Title I Annual Meeting, Parent and Family

Engagement meetings and workshops, calendars, surveys used for stakeholder input, classroom newsletters, flyers and group messages are ongoing, and other informational sessions, available available on our website, <https://dcps.duvalschools.org/ramona>

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))

Ramona establishes open and regular communication channels with parents, families and community stakeholders. This includes maintaining an updated school website, sending out newsletters, and utilizing communication platforms like School Messenger, Bloomz, email and the marquee. Ramona will schedule regular parent conferences, workshops on parenting strategies, academic support at home, and regular School Advisory Committee meetings providing parents, educators, administrators and community to collaborate on input to school policies, programs, and initiatives.

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)

Teachers will have regular opportunities for collaboration and professional learning communities to share effective teaching practices and discuss strategies for curriculum enrichment. We will actively involve families in the academic program by providing workshops on supporting learning at home, understanding curriculum, and effective communication with teachers. We will use a variety of formative and summative assessments to track student progress. Teachers will regularly analyze assessment data to identify areas of improvement and adjust instructional strategies. We will offer extended learning opportunities through our after school program and afterschool tutoring.

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))

Ramona will coordinate with Students who are economically disadvantaged, students with disabilities, migrant students or English learners apart of Title I, Part A services.

Ramona also coordinates with Title I for students who are homeless and attending any school.

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))

NA

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))

NA

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).

NA

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))

NA

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))

NA

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: ESSA Subgroup: Hispanic				\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	0791 - Ramona Boulevard Elementary School	Title, I Part A		\$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

	5100	369	0791 - Ramona Boulevard Elementary School	Title, I Part A		\$0.00
			<i>Notes: Accelerated Reader</i>			
	5100	120	0791 - Ramona Boulevard Elementary School	Title, I Part A		\$0.00
	5100	369	0791 - Ramona Boulevard Elementary School	Title, I Part A		\$0.00
			<i>Notes: License Fee</i>			
			0791 - Ramona Boulevard Elementary School			\$0.00
	5100	643	0791 - Ramona Boulevard Elementary School	Title, I Part A		\$0.00
4	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