Duval County Public Schools

Bayview Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Bayview Elementary School

3257 LAKE SHORE BLVD, Jacksonville, FL 32210

http://www.duvalschools.org/bayview

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 at Bayview Elementary is to establish a culturally responsive education for each student in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning.

Provide the school's vision statement.

Bayview Elementary in partnership with the entire community's vision is to empower every student so that they are achieving at his or her maximum potential in an encouraging, inspiring, and challenging learning environment.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
St. Amand, Claire	Principal	1. Monitors the success of all students in the learning environment; aligns the curriculum, instruction, and assessment processes to promote effective student performance; and uses a variety of benchmarks, learning, and expectations feedback measures to ensure accountability for all participants engaged in the educational process. 2. Promotes a positive learning culture; provides an effective instructional program; and applies best practices to student learning, especially in the area of reading and other foundational skills. 3. Leads, directs, and manages operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation. 4. Manages the organization, operations, facilities, and resources. Maximizes use of resources in an instructional organization. Promotes a safe, efficient, legal, and effective learning environment. 5. Collaborates with families, businesses, volunteers, and community members; responds to diverse community interests and needs; works effectively within the organization; and mobilizes community resources. 6. Collects and analyzes data for continuous school improvement. 7. Plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities. 8. Requisitions supplies, textbooks, and equipment; conducts inventories, maintains records, and checks on receipts for such material. 9. Prepares and/or supervises the preparation of all required reporting documents, accounting procedures and budgetary expenditures relative to school operations. 10. Performs other duties as assigned.

Name	Position Title	Job Duties and Responsibilities
York, Kelly	Assistant Principal	1. Monitors the success of all students in the learning environment; aligns the curriculum, instruction, and assessment processes to promote effective student performance; and uses a variety of benchmarks, learning, and expectations feedback measures to ensure accountability for all participants engaged in the educational process. 2. Promotes a positive learning culture; provides an effective instructional program; and applies best practices to student learning, especially in the area of reading and other foundational skills. 3. Leads, directs, and manages operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation. 4. Manages the organization, operations, facilities, and resources. Maximizes use of resources in an instructional organization. Promotes a safe, efficient, legal, and effective learning environment. 5. Collaborates with families, businesses, volunteers, and community members; responds to diverse community interests and needs; works effectively within the organization; and mobilizes community resources. 6. Collects and analyzes data for continuous school improvement. 7. Plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities. 8. Requisitions supplies, textbooks, and equipment; conducts inventories, maintains records, and checks on receipts for such material. 9. Prepares and/or supervises the preparation of all required reporting documents, accounting procedures and budgetary expenditures relative to school operations. 10. Performs other duties as assigned.

Name	Position Title	Job Duties and Responsibilities
Mathews, Veronica	School Counselor	1. Guidance Services/Small Group K - 5th 2. Student Records K - 5th 3. ESE LEA K - 5th 4. Gifted K-5th 5. 504 Plan- K-5th 6. Support with AIT 7. Support with ESOL/WIDA 8. BTAT Team/Meetings K-5th grade 9. Bi-weekly Admin Meeting 10. Calm Classroom K-5th 11. Support with MTSS/RTI K - 5th 12. MRT team member- developing MRT schedules, sending parent invitations (mail, phone, etc.), facilitating meetings 13. Support with behavioral interventions 14. Performs other duties as assigned.
Shimer, Laura	Teacher, ESE	Site Coach 1. Serve as the school's Communication and Social Skills ESE Liaison 2. Review IEPs for compliance 3. Create master calendar for IEP reviews 4. Attend MRT meetings 5. Facilitate MTSS Leadership Team (MLT) and Collaborative Problem-Solving Team (CPST) meetings with the Guidance Counselor 6. Provide instructional support for teachers implementing intervention strategies for MTSS and implementing a students Individual Education Plan (IEP) 8. Help teachers navigate through the documentation for IEPs and MTSS and facilitate/LEA for IEP meetings 9. Provide Professional Development with the Guidance Counselor/IPS/ and Administration to teachers and paraprofessionals 10. Maintain meeting minutes for students before the CPST committee 11. Performs other duties as assigned
Duck, Sheila	Other	Reading Interventionist- Provides explicit instructional support in the area of language arts for students falling below grade level, within the Bottom Quartile or scoring a level 1 or 2 on the FSA Reading Assessment. Responsibilities include the following1. pushing-in to classes 2. facilitating small group/ guided reading instruction, and pull-out instruction to

Name	Position Title	Job Duties and Responsibilities
		provide an additional 30 minutes of daily remediation in reading-LLI. 3. The Reading Interventionist will work to increase proficiency and achievement with students not meeting mastery in language arts. 4. Performs other duties as assigned

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

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

Bayview Elementary involves all stakeholders to include parents, families, students, school leadership, teachers, and staff, as well as business and community leaders weekly in the planning, reviewing, and improvement of the SIP development by using various forms of communication (school website, callouts, flyers/handouts, Bloomz, school marquee) to reach all above stakeholders. Bloomz will be the 1st platform to involve stakeholders by both classroom teachers and Administration (replacing ClassDojo); Teachers and administration are instantly able to communicate behavior, instructional focuses, parent and family engagement activities, attendance concerns, individual data, and comprehensive needs assessment as well as plans for improvement along with stakeholder decision-making opportunities and feedback. Stakeholders are also invited to participate in the planning, reviewing, and improvement of Title I programs, including involvement in decision making about Title I funds by conducting a Developmental Meeting in the spring that stakeholders the opportunity to give input as to what activities and supports they would like to see take place to help the school meet School Improvement goals.

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))

Bayview Elementary's SIP will be 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, weekly via the Benchmark Walkthrough Tool and quarterly via student progress monitoring of State, District, and school-based assessments. The leadership team will meet weekly to share and review data, determine if there is a new area or areas of focus or if adjustments to the current areas of focus in the SIP need to be made. Leadership team will then create an action plan and next steps, along with follow up.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education

2022-23 Title I School Status	Yes
2022-23 Minority Rate	72%
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) 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: B 2018-19: B 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	9	35	30	46	54	49	0	0	0	223
One or more suspensions	0	0	2	1	0	3	0	0	0	6
Course failure in English Language Arts (ELA)	0	0	1	0	3	6	0	0	0	10
Course failure in Math	0	0	0	0	4	3	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	0	17	15	0	0	0	32
Level 1 on statewide Math assessment	0	0	0	0	12	14	0	0	0	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	9	46	32	28	0	0	0	0	0	115

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	1	1	1	2	2	0	0	0	7

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	10	10	7	0	3	5	0	0	0	35
Students retained two or more times	0	1	1	1	2	2	0	0	0	7

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	6	30	20	14	19	20	0	0	0	109
One or more suspensions	2	3	2	1	4	2	0	0	0	14
Course failure in ELA	6	7	7	1	0	4	0	0	0	25
Course failure in Math	5	4	1	3	0	2	0	0	0	15
Level 1 on statewide ELA assessment	0	0	0	6	15	16	0	0	0	37
Level 1 on statewide Math assessment	0	0	0	6	2	10	0	0	0	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	20	22	18	0	0	0	0	0	67

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	7	21	20	17	4	13	0	0	0	82

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	6	4	2	1	1	0	0	0	20
Students retained two or more times	0	0	0	0	0	2	0	0	0	2

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	6	30	20	14	19	20	0	0	0	109
One or more suspensions	2	3	2	1	4	2	0	0	0	14
Course failure in ELA	6	7	7	1	0	4	0	0	0	25
Course failure in Math	5	4	1	3	0	2	0	0	0	15
Level 1 on statewide ELA assessment	0	0	0	6	15	16	0	0	0	37
Level 1 on statewide Math assessment	0	0	0	6	2	10	0	0	0	18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	20	22	18	0	0	0	0	0	67

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	7	21	20	17	4	13	0	0	0	82

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	6	4	2	1	1	0	0	0	20
Students retained two or more times	0	0	0	0	0	2	0	0	0	2

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*	43	48	53	38	50	56	34		
ELA Learning Gains				56			58		
ELA Lowest 25th Percentile				55					
Math Achievement*	61	58	59	49	48	50	45		
Math Learning Gains				66			61		
Math Lowest 25th Percentile				77			40		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	39	52	54	31	59	59	50		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		54	59				55		

* 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	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	188
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	372
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

ESSA Subgroup	2022-23 ESSA SUBGROUP DATA SUMMARY			
	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	44			
ELL				
AMI				
ASN				
BLK	33	Yes	1	
HSP	71			
MUL				
PAC				
WHT	58			
FRL	49			

ESSA Subgroup	2021-22 ESSA SUBGROUP DATA SUMMARY			
	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	40	Yes	1	
ELL				
AMI				
ASN				
BLK	46			
HSP	51			
MUL	25	Yes	1	1
PAC				
WHT	59			
FRL	54			

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	43			61			39					
SWD	41			53			38				4	
ELL												
AMI												
ASN												
BLK	23			48			27				4	
HSP	65			76							2	
MUL												
PAC												
WHT	54			76			47				4	
FRL	41			64			44				4	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	38	56	55	49	66	77	31					
SWD	24	43	46	32	57	67	13					
ELL												
AMI												
ASN												
BLK	36	56	50	46	63		24					
HSP	36	75		36	58							
MUL	30			20								
PAC												
WHT	42	58		61	80		53					
FRL	38	57	50	51	65	79	36					

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	34	58		45	61	40	50					55
SWD	25	40		36	53		27					
ELL												55

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
AMI												
ASN												
BLK	19	41		35	53		25					
HSP	38			44								
MUL	38			31								
PAC												
WHT	48	71		63	64		67					
FRL	34	58		44	58		44					

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	43%	47%	-4%	54%	-11%
04	2023 - Spring	30%	50%	-20%	58%	-28%
03	2023 - Spring	42%	46%	-4%	50%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	67%	59%	8%	59%	8%
04	2023 - Spring	58%	58%	0%	61%	-3%
05	2023 - Spring	55%	52%	3%	55%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	33%	48%	-15%	51%	-18%

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.

4th grade ELA and Math along with 5th grade science showed the lowest performance.
There are a few identified factors that contributed to last years low performance: significant lack of student attendance, a long term substitute for majority of the school-year was in place for our 4th grade ELA classroom. In addition, our students with disabilities has increased in grades 3rd-5th.

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

The area that showed the greatest decline from the prior year was 4th grade ELA.
There are a few identified factors that contributed to last years low performance: significant lack of student attendance, a long term substitute for majority of the school-year was in place for our 4th grade ELA classroom. In addition, our students with disabilities has increased in grades 3rd-5th.

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 greatest gap when compared to the state average was 5th grade science proficiency- 39% compared to the states 51%.
There are a few identified factors that contributed to last years low performance: significant lack of student attendance and a 2-way split for 5th grade resulting in one teacher teaching math and science.

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

The area with the largest growth was math proficiency from 49% to 66%.
Weekly common planning increased to 90 minutes with Interventionist and administration support to ensure Benchmark align instruction. Administration and Interventionists worked with teachers to identify target students and have data chats to focus small group instruction and remediation. Administration and interventionists provided small group instruction and remediation with fidelity with targeted students.

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

The potential area of most concern from our Early Warning Systems is attendance; we have had an increase of 5% of students absent 20 or more days.

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

The highest priorities for school improvement for the upcoming year are to increase reading proficiency in all grade levels (K-5) with a focus on the subcategories of Students with Disabilities and Multi-racial students, increase science proficiency and reduce the number of students with 20 or more absences.

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 Outcomes for Multiple Subgroups

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.

Performance data taken from the 2022-2023 Reading FSA, results indicate that the overall performance levels of our ESSA Subgroups, specifically Students with Disabilities and Multi-Racial students showed declines from the prior year. Our overall proficiency rate was 38% as a school with a designation as ATSI. The subgroups results were as follows:
Students with Disabilities: 24%
Multi-Racial Students: 36%

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

Increase the Reading, math, and science proficiency for Students with Disabilities and Multi-Racial Students to meet the Federal Index of at least 41%.

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

Administration will monitor the effectiveness of the implementation of whole group/ core instruction and centers/small instruction through daily walk-throughs and calibrated instructional rounds with the leadership team. The leadership team will conduct ongoing data reviews to monitor the alignment of the Benchmark Walkthrough Tool (BWT), instructional delivery methods and student assessments from multiple platforms (FAST PMs, STAR, Waterford, Iready, Study Island, Freckle), as well as data from the 5 Essentials and Early Warning Systems.

Person responsible for monitoring outcome:

Claire St. Amand (st.amandc@duvalschools.org)

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

Teachers will develop knowledge and skills on how to provide students with targeted interventions through the use of MTSS/RTI strategies and interventions along with centers/small group instruction.

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

To increase student achievement for all students at Bayview Elementary. Resources to be used are access to technology (OBIE- an interactive playground that provides opportunities for gross motor and increased student engagement while learning grade level benchmarks, as well as, laptops) to enhance the learning experience in the classrooms. The interventionists and physical education coach will help to target our most struggling students (students with disabilities and multi-racial students).

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.

1. Identify students in the following categories:

students with disabilities and students who are multi-racial.

2. Train staff on MTSS and reading and implementing Individual Education Plans.

3. Allocate time for collaboration and lesson planning with ESE staff to ensure all instructional support implement interventions, services, and accommodations.

4. Evaluate the progress to determine if students are making progress or if changes/ adjustments need to be made.

5. Reevaluate, update, or hold lack of adequate progress meetings for students with IEPs. Meet with the Collaborative Problem Solving Team to review or update interventions for MTSS.

Person Responsible: Claire St. Amand (st.amandc@duvalschools.org)

By When: Continuous process throughout the entire 23-24 school year.

#2. Instructional Practice specifically relating to ELA

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

Increase reading proficiency on state assessments in 3rd, 4th, and 5th grades.

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

Students will increase reading proficiency in 3rd grade from 42% to 47%, 4th grade from 30% to 52%, and 5th grade from 43% to 45%.

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

This Area of Focus will be monitored consistently by Administrators to ensure the implementation of Benchmark aligned instructional practices through on-going focus walks, by assessment data from multiple platforms (FAST PMs, STAR), CAST data, 5 Essentials, and surveys.

Person responsible for monitoring outcome:
Claire St. Amand (st.amandc@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.)

Add 30 minutes per day of WIN time to master schedule to provide students with targeted intervention based on individual reading deficiencies.
Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all benchmarks must be mastered.
Small group instruction will allow teachers to meet students at their level to support their needs.
Data Driven Lesson Planning: Understanding where students are with mastery of grade level benchmarks, using data from informal and formal assessments to include both District and State, planning clear objectives,
implementation, and check for understanding when lesson planning.
Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate
and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.
Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity.
Checking effectiveness from student data.

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

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners.
Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection.
Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next
steps. It may be used by the school alone or with the assistance of the support lead.
Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction

is, either for individual students or for the entire class.

Additional resources being used:
1. Teacher- will assist with class size and specialized instruction for student achievement.
2. Paraprofessionals- will assist in pulling small groups in classes and supporting the teacher with instruction to work toward student achievement.
3. Reading Interventionists- will provide specialized instruction and support for those students who need additional support to be successful and show student achievement.
4. Parent Liaison- will develop strong relationships with our students parents along with assisting the school with student attendance to make sure students are coming to school daily.
5. Measuring Up- will be implemented as a Tier II support in ELA, math and 5th grade science to provide remediation support.
6. Supplies- will be provided to students to support their work toward student achievement.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Title I funds will be utilized to purchase supplemental positions to support student learning in ELA. Supplemental positions will include a split Reading Coach and a full time Reading interventionist to work with lower quartile students. Students will receive explicit instruction in centers/small groups using supplemental materials, to include Measuring Up.

Person Responsible: Claire St. Amand (st.amandc@duvalschools.org)

By When: Continuous process throughout the entire 23-24 school year.

Continuous professional development on the effective use of Leveled Literacy Intervention (LLI) and the University of Florida Literacy Institute (UFLI) program to ensure implementation with fidelity.

Person Responsible: Claire St. Amand (st.amandc@duvalschools.org)

By When: Continuous process throughout the entire 23-24 school year.

During Common Planning, PLC's, and individual teacher data chats, specific data pertaining to ELA and student success will be discussed and analyzed to ensure students are making progress.

Person Responsible: Claire St. Amand (st.amandc@duvalschools.org)

By When: Continuous process throughout the entire 23-24 school year.

#3. Instructional Practice specifically relating to Science

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.

Increase Science Proficiency in 5th Grade.
Rationale: Based upon our 2023 FSA/SSA data, we identified that our students struggled equally in each of the content areas of science. Additionally, our 2023 FSA/SSA Science proficiency was 39%. Although this is a 8 point increase from 2022; there is still a need continue to provide students with the opportunity to actively engage with rigorous STEM based instructional activities and learning tasks, critical thinking skills, and
hands-on labs and experiments that are aligned with the FSA/SSA.

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

Increase Science Proficiency from 39% to 46%.

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

This Area of Focus will be monitored by assessment data from the following- DMA's, Benchmark Assessments; as well as, the Benchmark Walkthrough Tool/walkthrough data, Study Island data, and CAST data.

Person responsible for monitoring outcome:

Claire St. Amand (st.amandc@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.)

Restructured grade level to a 3-man team, giving science a daily 70-minute block
Send 5th grade science teacher to monthly science trainings/meetings
District Science Specialist and teachers common plan, model and co-teach to ensure standards aligned instruction, tasks to include centers and labs, and assessments
Daily Centers/ small group instruction that is differentiated to meet all students at their individual level
Data Chat with teacher(s) after each new data set

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

Centers/ small group instruction that is implemented daily which is based on individual data will provide Tier II support. No two students are on the same level, but all grade level standards must be mastered. Daily centers/small group instruction will allow teachers to meet students at their level to support their needs.

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.

During Common Planning, PLC's, and individual teacher data chats, specific data pertaining to Science and student success will be discussed and analyzed to ensure students are making progress.

Person Responsible: Claire St. Amand (st.amandc@duvalschools.org)

By When: Continuous process throughout the entire 23-24 school year.

Provide students with the opportunity for productive struggles in reasoning and problem solving through inquiry based learning.

Person Responsible: Claire St. Amand (st.amandc@duvalschools.org)

By When: Continuous process throughout the entire 23-24 school year.

Title I funds will be utilized to purchase supplemental materials and Laptops to support student learning in Science.
Students will receive explicit instruction in centers/small groups using supplemental materials, to include Measuring Up.

Person Responsible: Claire St. Amand (st.amandc@duvalschools.org)

By When: Continuous process throughout the entire 23-24 school year.

#4. 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.

Increase primary grades (K-2) reading proficiency to 50% proficient to better prepare students for grade 3 and beyond.

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

Students will increase reading proficiency in KG grade from 30% to 50%, 1st grade from 38% to 50%, and 2nd grade from 37% to 50%.

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

This Area of Focus will be monitored consistently by Administrators to ensure the implementation of Benchmark aligned instructional practices through on-going focus walks, by assessment data from multiple platforms (FAST PMs, STAR, Waterford, Iready), CAST data, 5 Essentials, and surveys.

Person responsible for monitoring outcome:

Claire St. Amand (st.amandc@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.)

Implement UFLI daily
Waterford daily for KG
iReady daily for grades 1 and 2
Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all benchmarks must be mastered. Small group instruction will allow teachers to meet students at their level to support their needs.
Data Driven Lesson Planning: Understanding where students are with mastery of grade level benchmarks, using data from informal and formal assessments to include both District and State, planning clear objectives, implementation, and check for understanding when lesson planning.
Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity. Checking effectiveness from student data.
Reading interventionist pulls students to work with them on LLI depending on their data

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

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners.
Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection.
Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next
steps. It may be used by the school alone or with the assistance of the support lead.
Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class.

Additional resources being used:

1. Teacher- will assist with class size and specialized instruction for student achievement.
2. Paraprofessionals- will assist in pulling small groups in classes and supporting the teacher with instruction to work toward student achievement.
3. Reading Interventionists- will provide specialized instruction and support for those students who need additional support to be successful and show student achievement.
4. Parent Liaison- will develop strong relationships with our students parents along with assisting the school with student attendance to make sure students are coming to school daily.
5. Supplies- will be provided to students to support their work toward student achievement.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Title I funds will be utilized to purchase supplemental positions to support student learning in ELA. Supplemental positions will include a split Reading Coach and a full time Reading interventionist to work with lower quartile students. Students will receive explicit instruction in centers/small groups using supplemental materials, to LLI and UFLI.

Person Responsible: Claire St. Amand (st.amandc@duvalschools.org)

By When: Continuous process throughout the entire 23-24 school year.

Continuous professional development on the effective use of Leveled Literacy Intervention (LLI) and the University of Florida Literacy Institute (UFLI) program to ensure implementation with fidelity.

Person Responsible: Claire St. Amand (st.amandc@duvalschools.org)

By When: Continuous process throughout the entire 23-24 school year.

During Common Planning, PLC's, and individual teacher data chats, specific data pertaining to ELA and student success will be discussed and analyzed to ensure students are making progress.

Person Responsible: Claire St. Amand (st.amandc@duvalschools.org)

By When: Continuous process throughout the entire 23-24 school year.

#5. Positive Culture and Environment specifically relating to Other

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.

During the 2022-2023 school year, 43% of students (Enrollment survey 3 total= 352) were absent 20 or more days. This is an increase of 5% from 2021-2022.

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

Reduce the number of students with chronic absenteeism (20 or more days) from 43% of students to 30%.

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

Person responsible for monitoring outcome:

Claire St. Amand (st.amandc@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.)

Monthly attendance meetings with Administration, District support, school social worker, and school counselor to gather and modify focus lists of students who are chronically absent.
Monthly AIT meetings with school and District based staff, along with parents to look for a solution or support that can be provided to increase

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

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.

Scheduling and holding AIT monthly meetings

Person Responsible: Veronica Mathews (mathewsv@duvalschools.org)

By When: Monthly

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).

Duval County Public Schools has a tiered system of support to align interventions for CSI, TSI and ATSI schools. The first tier of support begins with the Superintendent's cabinet of executive leaders who represent all district departments (Human Resources, Academic Services, Division of Schools, Operations, Finance, Technology, etc.). At a minimum, this team meets on a weekly basis to develop, monitor, and implement the district's strategic plan initiatives. The next level of the tier branches out with the Chief of Schools who oversees the district's Division of Schools. Schools are divided by region (Elementary, Middle, High, and Turnaround/Fragile (ISI Region). Each region has a Regional Superintendent, Executive Directors, and Content Area Specialists who work to ensure that the support is aligned and implemented.

Ensuring adequate funding, resources, and support is available to CSI, TSI and ATSI schools is a driver for district-wide collaboration. To accomplish this, the Division of Schools works with multiple district departments to further tier support for CSI, TSI and ATSI schools.

This support includes but is not limited to the following:

Academic Services provides curriculum support and additional content specialists for schools. Academic Services also oversees our district professional development department and coordinates professional development for instructional and non-instructional personnel.
Title I – Coordinates the use of funds to best support the barriers that research has shown negatively impacts disadvantaged students. In addition, Title I provides professional development to teachers to improve their pedagogy.
The Division of Schools conducts school visits that include instructional reviews and instructional walks. These visits occur on a weekly basis and serve as an opportunity to observe instructional delivery, student learning, and provide feedback to school staff.
Finance – Finance provides the funds to provide resources and the personnel needed to address individual school needs.
Human Resources – Human Resources works to recruit quality personnel for our most needy schools. This includes a dedicated staffing team to our Turnaround School Region (ISI), priority hiring, and monitoring teacher VAM rating percentage by school. They also work with unions to collective bargain memorandums of understanding that provide for incentives, professional development, and additional strategies to address school needs.

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

• Implement UFLI daily
• Waterford daily for KG
• iReady daily for grades 1 and 2
• Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all benchmarks must be mastered. Small group instruction will allow teachers to meet students at their level to support their needs.
• Data Driven Lesson Planning: Understanding where students are with mastery of grade level benchmarks, using data from informal and formal assessments to include both District and State, planning clear objectives, implementation, and check for understanding when lesson planning.

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

• Add 30 minutes per day of WIN time to master schedule to provide students with targeted intervention based on individual reading deficiencies.
• Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all benchmarks must be mastered. Small group instruction will allow teachers to meet students at their level to support their needs.
• Data Driven Lesson Planning: Understanding where students are with mastery of grade level benchmarks, using data from informal and formal assessments to include both District and State, planning clear objectives, implementation, and check for understanding when lesson planning.

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

Administration will monitor the effectiveness of the implementation of whole group/ core instruction and centers/small instruction through daily walk-throughs and calibrated instructional rounds with the leadership team. The leadership team will conduct ongoing data reviews to monitor the alignment of the Benchmark Walkthrough Tool (BWT), instructional delivery methods and student assessments from multiple platforms (FAST PMs, STAR, Waterford, Iready, Study Island, Freckle), as well as data from the 5 Essentials and Early Warning Systems.

Grades 3-5 Measurable Outcomes

Administration will monitor the effectiveness of the implementation of whole group/ core instruction and centers/small instruction through daily walk-throughs and calibrated instructional rounds with the leadership team. The leadership team will conduct ongoing data reviews to monitor the alignment of the Benchmark Walkthrough Tool (BWT), instructional delivery methods and student assessments from multiple platforms (FAST PMs, STAR, Study Island, Freckle), as well as data from the 5 Essentials and Early Warning Systems.

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.

This Area of Focus will be monitored consistently by Administrators to ensure the implementation of Benchmark aligned instructional practices through on-going focus walks, by assessment data from multiple platforms (FAST PMs, STAR), CAST data, 5 Essentials, and surveys.
Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to
ensure Tier II support is given. Not all students are on the same level, but all benchmarks must be mastered.
Small group instruction will allow teachers to meet students at their level to support their needs.
Data Driven Lesson Planning: Understanding where students are with mastery of grade level benchmarks, using data from informal and formal assessments to include both District and State, planning clear objectives,
implementation, and check for understanding when lesson planning.
Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate
and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.
Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity.
Checking effectiveness from student data.

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

St. Amand, Claire, st.amandc@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?

Implement UFLI daily (strong)
Waterford daily for KG (strong)
iReady daily for grades 1 and 2 (strong)
Freckle 3rd-5th (strong)
Add 30 minutes per day of WIN time to master schedule to provide students with targeted intervention based on individual reading deficiencies. (promising)
Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups

to
ensure Tier II support is given. Not all students are on the same level, but all benchmarks must be mastered.
Small group instruction will allow teachers to meet students at their level to support their needs. (strong)
Data Driven Lesson Planning: Understanding where students are with mastery of grade level
benchmarks, using data from informal and formal assessments to include both District and State,
planning clear objectives,
implementation, and check for understanding when lesson planning. (strong)
Instructional Reviews with Action Plans: Collecting data from classrooms in real time and providing immediate
and clear feedback for teachers and school leadership teams to work together to ensure
effectiveness.(strong)

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?

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners.
Data-driven Lesson Planning: Effective lesson planning requires teachers to determine three essential components such as the objective, the implementation, and a reflection.
Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next
steps. It may be used by the school alone or with the assistance of the support lead.
Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class.

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
Area of Focus: Continuous professional development on the effective use of Leveled Literacy Intervention (LLI) and the University of Florida Literacy Institute (UFLI) program to ensure implementation with fidelity. Literacy Leadership: Will plan for professional development through the school and district support to provide on-going professional development. Leadership will follow up with teachers to guarantee implementation with fidelity and next steps as necessary. Literacy Coaching: Will follow behind teachers who had been provided the professional development and provide support as needed per teacher. Assessment: Review of LLI and UFLI progression to guarantee students needs are being met through the program instruction. Professional Learning: Continuous professional development on the effective use of Leveled Literacy Intervention (LLI) and the University of Florida Literacy Institute (UFLI) program to ensure implementation with fidelity. Area of Focus: During Common Planning, PLC's and individual teacher data chats, specific data pertaining to ELA and student success will be discussed and analyzed to ensure students are making progress. Literacy Leadership: Review data weekly to guarantee students are making progress and develop next steps. Literacy Coaching: Provide teachers with support with learning how to review the data, what resources are available to pull for remediation or enrichment, and implementation. Assessment: Assessment data will be used to drive learning. Professional Learning: Teachers will be provided professional learning in what type of data to review, how to review the data, and what to do next with all the data they have.	St. Amand, Claire, st.amandc@duvalschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The dissemination of the SIP will be provided through monthly SAC meetings, Open House, in the main office and through our community partners/stakeholders.

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))

www.duvalschools.org/bayview

The school plans to build positive relationships with all stakeholders through constant communication with use of the District implemented parent link and Bloomz communication, monthly parent nights, and parent conferences.

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))

The school plans on strengthening the reading, math, and science academic programs by increasing the amount and quality of learning time and help provide an enriched and acceleration curriculum through the implementation of the scheduling guidelines allowing for uninterrupted instruction, differentiated small group instruction, structure and data-driven common planning focusing on grade level standards/benchmarks.

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))

n/a

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))

The school ensures support to improve students' skills outside the academic subject areas through implementation of guidance lessons, implementation of Full Service opportunities for families to have access to counseling, mental health services and other specialized services, making a mental health counselor available to families when needed. The school guarantees all services are available and provided to students and families as needed.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

n/a

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Through the implementation of PBIS (positive behavior intervention system), we will be proactive and not reactive through the implementation of early intervention strategies and tiered support.

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))

Teachers and paras will attend district professional development per their need. The school will provide professional development and support in regards to assessment data used to develop lesson plans, differentiated small groups, and individualized student plans. Administrators and instructional coaches will provide individualized support to assist in retaining effective teachers. Administrators will recruit teachers with the knowledge that support will be provided to all teachers.

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))

n/a

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: Outcomes for Multiple Subgroups**	$0.00
2	III.B.	**Area of Focus: Instructional Practice: ELA**	$0.00
3	III.B.	**Area of Focus: Instructional Practice: Science**	$0.00
4	III.B.	**Area of Focus: Instructional Practice: ELA**	$0.00
5	III.B.	**Area of Focus: Positive Culture and Environment: Other**	$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