George Washington Carver Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

George Washington Carver Elementary

2854 W 45TH ST, Jacksonville, FL 32209

http://www.duvalschools.org/gwcarver

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.

A community of learners developing academically, socially, and emotionally in unity.

Provide the school's vision statement.

Empowering all students toward academic and social success for college, career, and life.

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
James, Charlene	Principal	1.The role of the principal is to serve as the instructional leader of the school. As the principal, Mrs. James will collaborate with district leaders and the school based leadership team to develop and implement a high-quality, standards-based program, progress monitor and evaluate the effectiveness of standards-based instruction, instructional practices, and utilization of resources which will serve as the school's way of work for developing and increasing student achievement. Utilize data to monitor student achievement aligned to performance expectations according to the state standards. 2. Mrs. James will also be responsible for developing and maintain a school culture and environment that is safe and secure engaging all stakeholders in academic and non-academic activities. 3. Facilitate professional development of the instructional staff utilizing assessment data and other performance measures. Ensures professional development strategies are aligned and targeted to meet the needs of students. 4. Develops and encourages positive school/community relationships with all stakeholders, serve as liaison between the school, staff, and the community. Actively engages School Advisory Council, faith-based and business partners 5. Ensures a safe and secure learning environment through Positive Behavior Intervention Supports and other appropriate preventive strategies. 6. Participates in the school performance review process to determine causes for low performance and implements appropriate strategies for school improvement.
Holton, Brandy	Math Coach	1. The role of the Math Coach is to promote collaborative planning, rigorous instruction, standards aligned assessments, and professional development utilizing best practices and the Achievement Level Descriptors. 2. The math coach is also charged with developing and modeling for beginning teachers, teachers in need of support, and small group support for students. 3. The math Coach is also charged with guiding grade level common planning, provide specific and supportive feedback, instructional coaching in which aligned standards-based lessons are modeled for developing teachers, assist teachers with progress monitoring to make data driven decisions. 4. Research and provide instructional resources for teachers 5. Prepare and model lessons for teachers participating in coaching cycles debrief and provide specific feedback. 6. Maintain weekly coaching log 7. Disaggregate and analyze data, create monthly Instructional FOCUS Calendars with teachers 8. Oversee the preparation of Math Night . 9. Participate in MTSS Leadership Team and Collaborative Problem-Solving
Feldner, Dana	Teacher, ESE	1. Serve as the school's ESE Liaison and Collaborative Problem Solving Team Facilitator. Facilitates MTSS meetings with the Guidance Counselor. 2. Reviews IEPs for compliance 3. Provide instructional support for teachers implementing intervention strategies for MTSS

Name	Position Title	Job Duties and Responsibilities
		4. Provide professional development on the MTSS process (data, documentation, interventions, etc.) and help navigate teachers through the documentation 5. Attend MRT meetings

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.

During the summer, Principal develops meeting dates and contact stakeholders. Notifications are sent out monthly via Parent Newsletter, Blackboard, School Marquee, and monthly flyers. Teachers receive a weekly newsletter with SAC dates and invitations. Parents provide input via survey at the beginning and middle of the school year. Information from the 5Essential is used to develop ways to increase parent engagement.

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))

School has developed an Action Plan. The plan/timeline has three phases. Within the Action Plan/ Phases, school outlined progress monitoring (instrument to be used/BWT, observation and monitoring dates) as it relates to teacher practice that will move students toward proficiency. Phase 1: 8/21 - 10/13- 80% of teachers will successfully implement the components of Phase I (teachers using the SFB to establish a purpose for learning and all benchmark aligned activities. Teachers need to know the following to meet our goal:
What do teachers need to know and be able to do to meet our goal?
- Know standards and benchmarks
- What content is being taught
- Misconceptions/pitfalls & what to do with them
- End Goals/ when it's assessed
- Be planned/prepared
- The purpose of each/lesson & activity
- What's the new thinking and learning from lesson to lesson
- Knowledge of # units in a benchmark

Phase 2: 10/17 - 12/21
PHASE 2: Misconceptions; Small Groups; Data
Q2 Small Groups: Based on benchmarks and other school data
Common Planning- In common planning teachers will begin reviewing common misconceptions and how to respond to it with teachers (planning for them)
- Modeling how to address misconceptions and use of them during instruction
- Writing why misconceptions are incorrect (multiselect), solving problems, introducing misconceptions in instruction
- Teachers will discuss prerequisite skills/knowledge and how embed it within instruction (IF NEEDED)

- Teachers will pre-answer/solve all questions
- Teachers will observe model teachers based on area of need (Wednesdays beginning 9/20)
- Issue PLC survey for phase two

Look Fors:
- Evidence in plans
- Students explaining why answers are incorrect
- Teachers teaching with misconceptions in a way to avoid/prevent common errors/pitfalls
- Teachers clarifying anticipated misconceptions (ELA)
- Teachers teaching/introducing them during instruction & students writing explanations (Math)

Phase 3: 1/9 - 3/14
Common Planning- In common planning teachers will begin planning targeted instructions for specified students. Teachers will use ALDs and Item Specifications, in addition to Mastery Checks to craft higher level lessons and questions for increased exposure.
From phases 1&2, teachers/coaches will continue the following:
- Modeling how to address misconceptions and use of them during instruction
- Writing why misconceptions are incorrect (multiselect), solving problems, introducing misconceptions in instruction
- Teachers will discuss prerequisite skills/knowledge and how embed it within instruction (IF NEEDED)
- Teachers will pre-answer/solve all questions

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Black/African American Students (BLK) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 2017-18: 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	27	27	31	23	18	10	0	0	0	136
One or more suspensions	0	1	3	2	0	0	0	0	0	6
Course failure in English Language Arts (ELA)	0	1	6	2	0	0	0	0	0	9
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	8	15	8	0	0	0	31
Level 1 on statewide Math assessment	0	0	0	4	3	5	0	0	0	12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	44	36	39	44	39	0	0	0	209

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	35	41	40	43	36	39	0	0	0	234

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	37	41	31	32	28	17	0	0	0	186
One or more suspensions	0	3	4	4	4	10	0	0	0	25
Course failure in ELA	1	0	2	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	17	10	17	0	0	0	44
Level 1 on statewide Math assessment	0	0	0	18	10	10	0	0	0	38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	3	4	6	23	25	0	0	0	62

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	1	11	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	37	41	31	32	28	17	0	0	0	186
One or more suspensions	0	3	4	4	4	10	0	0	0	25
Course failure in ELA	1	0	2	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	17	10	17	0	0	0	44
Level 1 on statewide Math assessment	0	0	0	18	10	10	0	0	0	38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	3	4	6	23	25	0	0	0	62

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
				Grade Level						
Retained Students: Current Year	1	0	1	11	0	0	0	0	0	13
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	29	48	53	20	50	56	19		
ELA Learning Gains				61			30		
ELA Lowest 25th Percentile				67					
Math Achievement*	54	58	59	41	48	50	35		
Math Learning Gains				73			57		
Math Lowest 25th Percentile				86					
Science Achievement*	25	52	54	6	59	59	24		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		54	59						

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	147
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	354
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	1	1
ELL				
AMI				
ASN				
BLK	35	Yes	1	
HSP				
MUL				
PAC				
WHT				

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	36	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	49			
ELL				
AMI				
ASN				
BLK	50			
HSP				
MUL				
PAC				
WHT				
FRL	50			

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			54			25					
SWD	13			35							2	
ELL												
AMI												
ASN												
BLK	26			51			21				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												
FRL	30			53			19				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	20	61	67	41	73	86	6					
SWD	13	60		42	82							
ELL												
AMI												
ASN												
BLK	17	60	67	41	72	86	6					
HSP												
MUL												
PAC												
WHT												
FRL	19	59	67	41	71	86	7					

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	19	30		35	57		24					
SWD	8			38								
ELL												
AMI												
ASN												
BLK	18	30		36	57		21					
HSP												
MUL												
PAC												
WHT												
FRL	21	25		37	57		26					

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.
<u>The percentages shown here represent ALL students who received a score of 3 or higher on the statewide</u>
<u>assessments</u>.

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	28%	47%	-19%	54%	-26%
04	2023 - Spring	20%	50%	-30%	58%	-38%
03	2023 - Spring	33%	46%	-13%	50%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	42%	59%	-17%	59%	-17%
04	2023 - Spring	64%	58%	6%	61%	3%
05	2023 - Spring	51%	52%	-1%	55%	-4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	26%	48%	-22%	51%	-25%

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.

Based on progress monitoring and the 2023 FAST state assessments, the 2 data components in need of greatest improvement are reading and science proficiency. Science proficiency was 6% based on 2022 state assessments data, while reading proficiency declined from 25% to 20%. However, science proficiency increased to 25% and ELA proficiency to 27% according to the FAST assessment data. Last year, there were new teachers in each grade level. Therefore teachers lacked the knowledge of the benchmarks, how to implement them to get effective results.

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

In comparison to the 2022 FSA data, all categories increase on the 2023 FAST assessment. ELA proficiency increased from 20% to 27%; math proficiency 41% to 59%; Science proficiency 6% to 25%.

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.

According to the FAST state average in ELA, there is a 38% gap in 4th grade. Students actually entered 4th grade with 20% of them proficient according to 22 FSA results. Average was maintained. To add to the gap, teacher was new to teaching ELA. She has taught math previously in another school district. We discovered through Development Reading Assessment, 38% of the students need phonics instruction. 42% need reading strategies that help increase comprehension. 42% of the students scored a Level 2.

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

According to the FAST state average in math, there was a 56% increase from PM1 to PM3. Teacher utilized the ALDs to develop math problems. Students had the opportunity to solve problems from Level 2 to Level 5. Students were always aware of their data. Target students were provided interventions from a Highly-Effective Teacher. During common planning, lesson planning was focused on student task and alignment with standard. Progress monitoring occurred weekly. School developed an instructional review plan that encompassed monitoring instruction following common planning and professional development to ensure instruction aligned with standards-aligned student task. Walk-throughs were performed weekly by administration.

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

Attendance still remains an area of concern. 58% of the student population (304) are chronically absent. Only 23% (67) Days are for out of school suspension.

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

1. Literacy - Foundations and Comprehension
2. Science - school wide (Instruction)

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

#1. Instructional Practice specifically relating to Small Group Instruction

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.

Professional development will improve the lack of content knowledge by the teachers and their ability to use data to drive instruction, group students and develop progress monitoring assessments to monitor student progress. Most teachers at George Washington Carver Elementary are novice who are still developing in their implementation of high-quality standards-aligned instruction, assignments, and assessments. Data from the walk-throughs, and student data reveals that instruction as it relates to questioning across all grade levels need to be differentiated and challenging. In addition, teachers need to generate robust student collaboration and
provide students with equivalent learning opportunities that's standards aligned. According to the walk-through data, 2.0 out of 5.0 (26 percent) of the teachers are assessing student's understanding for grade level mastery during small group instruction time. Many of the teachers need assistance in planning and creating effective small group instruction.

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

80% of the instructional staff will score effective in all components in CAST Domain 3.

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

Weekly Walk-throughs, Student data, common planning for small group instruction

Person responsible for monitoring outcome:

Charlene James (jamesc@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.)

Administration and instructional coaches (school-based reading and math coach) will provide professional development in the use of the Learning Arc (small group planning framework), effective lesson planning, and best teaching practices in all of the core content areas for all instructional personnel. This professional development includes unpacking the standards, integrating achievement level descriptors, and instructional delivery mode, and student data.

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

The Learning Arc is an effective way to unpack standards, deliver instruction, and release ownership of learning to students. Effective lesson planning and delivery based on best teaching practices, use of the common planning framework according to the Learning Arc will be determined by ratings in CAST, standards walkthroughs, and instructional reviews. Student informal and formal assessment will determine the quality or effectiveness of the training.

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 2 - Moderate 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.

Classroom observations to identify professional development needs to promote standards- aligned instruction. Create school-based professional development plan with administrative, coaching, and leadership team

Person Responsible: Charlene James (jamesc@duvalschools.org)

By When: May 2024

Develop and conduct professional development for teachers on questioning strategy, gradual release, checks for understanding, and data (formal and informal), understanding implementation of B.E.S.T. standards, and alignment of student task to standards.

Person Responsible: Brandy Holton (holtonb@duvalschools.org)

By When: May 2024

Math and Reading interventionist to provide intense support to all Tier 3 students, Level 1 students. Paraprofessional to support small group instruction.

Person Responsible: Charlene James (jamesc@duvalschools.org)

By When: May 2024

Purchase additional supplies (headphones, classroom supplies) and supplemental materials (I-Ready online, Magnetic Reading, Rally Education) to increase classroom effectiveness and implementation of curriculum

Person Responsible: Charlene James (jamesc@duvalschools.org)

By When: May 2024

Afterschool tutoring for students in need of remediation in reading, math, and science

Person Responsible: Charlene James (jamesc@duvalschools.org)

By When: May 2024

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

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

Our focus is to increase student attendance. According to school's average daily attendance rate, the following percent of students attend school:
Kindergarten - 83.18%
First Grade -86.31%
Second Grade - 84.63%
Third Grade - 86.46%
Fourth Grade - 88.5%
Fifth Grade - 87.18%
In addition, There is a need to equip all teachers specifically new teachers with strategies for dealing with difficult students, how to build relationships, and implementing a schoolwide behavior system. Majority of the incidents occurred in common areas (outside of the classroom). In 2022-2023, there were 99 referrals. It increased from 93 in 2021-2022. 26 referrals were coded as 2.07-Intentionally striking a student.

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

With assistance of Truancy Officer, increase the average daily attendance rate to 90%. In addition, develop an Attendance Plan where the School Counselor will monitor attendance monthly. Schedule monthly Attendance meetings involving the Truancy Officer, and School Social Worker. Remind teachers weekly on newsletter to submit names of students who miss 3 or more days.

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

Monthly progress monitoring of student attendance, Attendance Intervention Meetings involving Truancy Officer and School Social Worker.

Person responsible for monitoring outcome:

Charlene James (jamesc@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.)

Truancy Officer monthly reports

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

Implementing PBIS strategies are important tools to decrease disruptions, increase instructional time, and improve student social behavior and academic outcomes which is critical as schools are held to greater accountability for student outcomes and teacher effectiveness. Utilize business partner to provide incentives to increase student attendance. Set monthly attendance goals to increase student attendance. Hire a Parent Liaison to increase student attendance by contacting parents to support the home-school communication. Create a PBIS store to celebrate students for their efforts around character building, and academic success to promote culture.

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 2 - Moderate 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.

Hire a Parent Liaison to increase student attendance by contacting parents to support the home-school communication.

Person Responsible: Charlene James (jamesc@duvalschools.org)

By When: May 2024

Create a PBIS store to celebrate students for their efforts around character building, and academic success to promote culture.

Person Responsible: Charlene James (jamesc@duvalschools.org)

By When: May 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

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

Grades K-2 focus on the science of reading-helping students with phonological awareness, phonics, and fluency. These first 3 years are the foundation to reading and writing. Teachers will use STAR and i-ready to progress monitor these areas.

In addition, 1) Primary teachers follow the Phonics Continuum to ensure students are reading. (2) They will use Decodable readers to build fluency and comprehension. (3) K thru 3 teachers will implement

FRY/Sight words by the nine weeks (1-200 Kindergarten; 200-400 1st Grade; 400-600 2nd Grade). (4) AmeriCorps and Paraprofessionals will use UFLI as an intervention during small group instruction to bridge Foundation gaps in K-3rd. (5) Teachers will progress monitor students whole group (check for understanding, weekly assessments) and small group (benchmark accountability activity). Admin will monitor student data during common planning. (6) School will partner with Northwestern Legends for Early Dismissal professional development.

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

We will continue building foundational reading skills and math concepts. while focusing on Florida Benchmarks. The master schedule allows for reading intervention support for all students to meet them at their level. Our reading interventionists and AmeriCorps will support small group instruction in 3rd-5th grade.

(5) Reading Interventionist will support 3rd and 5th grade teacher (2nd year teaching reading) with effectively teaching benchmarks (1) Science is being implemented in K-5. (2) 3rd-5th grade students will complete benchmark assessments in performance matters for progress monitoring and remediation. (3) Professional Development -"How to Effectively Teach Science Standards". (4) District Specialist will plan with 5th Grade Teacher. (5) Students who are reading below grade level will receive support with foundation gaps during W.I.N. time. Teacher will use Corrective Reading in 4th Grade. AmeriCorps Tutor will use UFLI for students who score low on the

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

100% of teachers will plan and deliver standards aligned lessons in alignment to the BEST standards to support ELA and RAISE goals.
KG through 2nd graders will make stretch growth as measured by i-Ready in reading and math.

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Grades 3-5 Measurable Outcomes

30% of rising third graders will start third grade on or above grade level.

Monitoring: Reading proficiency will move to 32%. Level 2 students will move to level 3. We will use FRECKLE to track reading levels which should increase 20+ each month.

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.

Weekly standard walk throughs will monitor teacher planning and delivery.
Student reading data will show growth towards goals. 20+ points in lexile each month, PM growth in percentile rank.

1. Sight Words assessments will be administered weekly. School will also partake in a sight word challenge with Northwestern Legends.
2. UFLI foundations assessments are administered weekly.
3. Struggling readers in 3rd-4th will be progressed monitored on Mastery and Fluency Assessments according to the corrective reading scope and sequence chart.
4. Benchmark assessments will be given weekly. Remediation will take place during small group instruction.

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

James, Charlene, jamesc@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?

-Weekly common planning sessions which focus on standards based planning and delivery methods in alignment to highly effective teaching
-Monthly PD that focuses on vertical alignment (planning) and video PLCs which focus on instructional delivery
-Peer observations and lesson studies
-We will use coaches/ interventionists, and our media specialist to facilitate planning sessions and lesson studies

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?

We want to provide opportunities for collaboration both vertically and horizontally as well as across grade levels. We must establish collective responsibility for results. We must align on academic language and approach.

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
Coordinate with district ELA support and DOE Literacy support to plan a cohesive reading plan for Westview including vision for reading intervention, professional development scope and sequence, and ongoing progress monitoring systems. Students in grades 1st thru 5th will maintain individual data binders, and record growth in the following areas: FRECKLE reading and math; lessons passed, FAST Progress monitoring data, and grade level assessment data.	James, Charlene, jamesc@duvalschools.org
Literacy Team and teachers will identify and maintain the low 30% within their own grade level. We will develop focus calendars and provide differentiated instruction and consistently monitor progress using common assessments	

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.

School Improvement plan is posted on website. In addition, SAC members are provided a copy of the SIP. Principal informs parents of SIP goals and data monthly during SAC meetings and at family events.

https://www.floridacims.org/districts/duval/schools/1581

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))

https://dcps.duvalschools.org/domain/10425

School has partnered with neighboring elementary to build community partnerships that will assist parents and students. In addition, school has partnered with business partners that will help promote student attendance. Faith-based partners have joined school to host community events for families such as reading initiatives, financial planning. School will hire a Parent Liaison to assist parents with parent communication. School will provide parents with pamphlets (from Parent Institute) how to help their child improve in reading and math.

George Washington Carver involves parents, and other community stakeholders in all aspects of its Title I
programs which includes economically disadvantaged, disabled, limited literacy, and African-American. The
School Advisory Council participates in the development, implementation, and evaluation of school level plans that include the School Improvement Plan and Parent Involvement Plan. Over 50% of the SAC members are non-employees. All parents are given the opportunity to review all plans and offer suggestions
prior to approval. SAC, PTA, and Parent Involvement meetings will be held on the 3rd Thursday of each month. Our goal in to increase participation by having all meetings on the same evening. Parent survey results are reviewed by SAC and parent involvement members to determine necessary changes.
In addition, the school will host virtual and in-school events, such as carnivals and math/ science night to engage parents and families. Since teachers help to run booths and activities, there is an increased opportunity for teachers to create relationships with parents and families. Lastly, the school partners with three community church and Lutheran Services that support students and families with clothing and meals.
George Washington Carver Elementary has four Guidelines for Success (1) Be Respectful. 2. Walk with Integrity. 3. Maintain self-control. 4 Exemplify Excellence. Our Positive Behavior Support System aligns to
the Guidelines for Success and correlates with student conduct grades. Students earn an E, S, N, or U daily, which provides consistent behavioral data school- wide. The system is utilized across all grade levels,
making it easy for students and their families to understand. The criteria for earning an E, S, N, or U is clearly defined. At the end of each grading period students who earn an E or 90% will be celebrated at the
end of the marking period. Every month a student is selected from each class as a "Character Kid" and recognized on the morning announcements and in the school newsletter. We also celebrate student excellence bi-weekly, monthly, and at the end of the grading period (Principal I-Ready/ Freckle weekly and
bi-weekly recognition; Nine Weeks Award Assembly). Expectations and Guidelines for Success are communicated to parents in the school newsletter, at parent and community activities, and during PTA and
SAC meetings. These supports help create a safe, secure, and healthy culture that encourages student success. New designed Guidelines for Success posters will be posted in common areas.

School will implement PBIS store called the Carver Den to celebrate students who meet the Guidelines for Success weekly. Students will be highlighted in monthly newsletter.

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))

School will connect all instructional support (Reading and math interventionist) persons to targeted groups of students. Progress monitoring will take place all year to monitor student growth. School will purchase supplemental reading, math, and science materials (Magnetic Reading, Rally Education, I-Ready online) to increase student proficiency.

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))

Teachers and Parents are encouraged to complete Full Service Referrals. Students can be recommended for academics, social, and behavioral concerns. School counselor monitors students according to parent and/or teachers concerns weekly. Monitoring includes the impact on student's academic success.

GWC teachers will use Calm Classroom in their classrooms to develop positive community. The School Counselor will provide students with character building and restorative practices during resource time using
Sanford Harmony curriculum. Restorative practices are used by the school counselor to develop positive discussions and classroom learning.

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).

1. School's PBIS Team develops schoolwide expectations and guidelines. These are modeled throughout the school.
2. Students who are having difficulties following expectations, MTSS Team develops a behavior plans to assist teacher and student with strategies that will promote success. The plan is developed with the assistance of the School Counselor, ESE Teacher, Gen Ed Teacher, and Administration.
3. Teachers also contact ESE teacher when students display behaviors which impedes student learning.

They help Gen Ed Teacher determine targeted behavior and develop strategies that will help student be successful.

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

Professional development at the school level directly ties to the strategies that are needed to accelerate learning. Assistant principal will support science teacher during common planning. Teacher will also attend science professional development offered every early dismissal by the district that supports implementation of instruction. Since 38% of teachers have 1 to 3 years teaching experience, reading teachers will receive guided reading professional development to help students practice reading strategies and foundational skills. All teachers will receive Kagan strategies to engage students in the learning process. Teachers will receive Multi-Tiered Support System professional development so they will know how to differentiate instruction that will lead to mastery of a standard. Teachers will continue to receive gradual release, checks for understanding (before, during, and after) professional development during common planning. Paraprofessionals will receive professional development on literacy instruction to bridge foundation gaps.

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))

School host parent nights (School Choice and Transition to Kindergarten). These sessions provide parents with information needed to prepare students for Kindergarten and registration.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Small Group Instruction	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
		Total:	$0.00

Budget Approval

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

No