

Duval County Public Schools

Highlands Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Highlands Elementary School

1000 DEPAUL DR, Jacksonville, FL 32218

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

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.

To provide educational excellence in every school, in every classroom, for every student, every day.

Provide the school's vision statement.

Every student is inspired and prepared for success in college or a 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
Richie, Natalya	Principal	

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.

We host monthly meetings for our School Advisory council on the 3 Thursday of each month. All stakeholders are invited to attend.

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 Improvement plan is reviewed monthly at our SAC meetings. In addition, during our weekly common planning we will analyze and assess SIP goals and review progress. If revisions are required we will make evidence and data driven adjustments to ensure that we are meeting the goals of our SIP. School, region and district leadership will be involved in the goal setting, review and revision practice.

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	92%
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) English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: 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	1	46	44	26	31	19	0	0	0	167
One or more suspensions	0	1	1	3	3	6	0	0	0	14
Course failure in English Language Arts (ELA)	0	0	0	2	5	1	0	0	0	8
Course failure in Math	0	0	0	2	2	2	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	0	1	24	22	0	0	47
Level 1 on statewide Math assessment	0	0	0	0	1	19	23	0	0	43
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	8	50	55	33	0	0	0	0	0	146

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	34	30	22	23	23	0	0	0	133

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	4	3	6	2	0	0	0	15
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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	10	31	20	28	16	26	0	0	0	131
One or more suspensions	0	1	1	1	2	5	0	0	0	10
Course failure in ELA	0	3	2	3	2	0	0	0	0	10
Course failure in Math	0	2	2	1	2	0	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	7	19	22	0	0	0	48
Level 1 on statewide Math assessment	0	0	0	6	15	26	0	0	0	47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	23	29	47	0	0	0	0	0	100

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	24	28	43	12	21	0	0	0	129

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	3	1	4	1	0	0	0	0	10
Students retained two or more times	0	0	1	1	1	3	0	0	0	6

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	10	31	20	28	16	26	0	0	0	131
One or more suspensions	0	1	1	1	2	5	0	0	0	10
Course failure in ELA	0	3	2	3	2	0	0	0	0	10
Course failure in Math	0	2	2	1	2	0	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	7	19	22	0	0	0	48
Level 1 on statewide Math assessment	0	0	0	6	15	26	0	0	0	47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	23	29	47	0	0	0	0	0	100

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	24	28	43	12	21	0	0	0	129

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	3	1	4	1	0	0	0	0	10
Students retained two or more times	0	0	1	1	1	3	0	0	0	6

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*	28	48	53	28	50	56	29		
ELA Learning Gains				43			40		
ELA Lowest 25th Percentile				65			40		
Math Achievement*	39	58	59	37	48	50	35		
Math Learning Gains				54			42		
Math Lowest 25th Percentile				46			43		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	40	52	54	26	59	59	18		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		54	59						

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	133
Total Components for the Federal Index	4
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	299
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	41			
ELL	38	Yes	1	
AMI				
ASN				
BLK	29	Yes	2	1
HSP	27	Yes	1	1
MUL	50			
PAC				
WHT				
FRL	28	Yes	1	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	45			
ELL	50			
AMI				
ASN				
BLK	38	Yes	1	
HSP	41			
MUL	66			
PAC				
WHT				
FRL	44			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	28			39			40					
SWD	34			43			38				4	
ELL	33			42							2	
AMI												
ASN												
BLK	25			34			33				4	
HSP	20			33							2	
MUL	39			61							2	
PAC												
WHT												
FRL	22			34			34				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	28	43	65	37	54	46	26					
SWD	21	48	80	40	62		21					
ELL	42			58								
AMI												
ASN												
BLK	24	41	65	30	45	43	20					
HSP	28			53								
MUL	48	57		65	93							
PAC												
WHT												
FRL	27	46	68	33	51	55	27					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	29	40	40	35	42	43	18					
SWD	30	42		39	50		31					
ELL	31			38								

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	25	41	36	29	41	40	12					
HSP	47			44			30					
MUL	35	23		53	23		23					
PAC												
WHT												
FRL	27	38	46	33	39	45	16					

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	30%	47%	-17%	54%	-24%
04	2023 - Spring	33%	50%	-17%	58%	-25%
03	2023 - Spring	28%	46%	-18%	50%	-22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	47%	59%	-12%	59%	-12%
04	2023 - Spring	43%	58%	-15%	61%	-18%
05	2023 - Spring	37%	52%	-15%	55%	-18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	37%	48%	-11%	51%	-14%

III. Planning for Improvement

Data Analysis/Reflection

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

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

Reading was the lowest core area 22-23. The contributing factors:

1. New standard transition from 2nd - 3rd grade
2. Lack of phonological and phonemic awareness foundations for primary students
3. Lack of comprehension
4. Barriers with Benchmark Advance Curriculum to support new state standards.

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

There was not a significant decline from 21/22-22/23 data. All core tested areas either remained the same overall or increased.

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

The data does not show any significant gaps.

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

Science showed the most improvement.

New actions

1. New Teacher
2. Science projects conducted and presented for the 4th nine weeks.
3. Daily review of science vocabulary with daily vocab challenges between students and grade levels.
4. Hands on experiments
5. Ongoing data analysis, review and revisions process weekly.
6. Data Drive small group instruction
7. Tutoring

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

Reading

Attendance

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

1. Reading foundations
2. Primary teacher professional development teaching best practices for data driven small group instruction and reading instruction
3. Attendance

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

It is vital that our school maintain highly qualified teachers from year to year. The data shows that our school has had frequent teacher turnover. The inconsistency of teachers remaining at the school has burdened core academic areas.

Measurable Outcome:

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

Highlands Elementary School will retain 90% of teachers for the 2023-2024 school year.

Monitoring:

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

Resignations and transfers.

Teacher surveys on their intent to remain at highlands elementary at end of the year.

Person responsible for monitoring outcome:

Natalya Richie (richien1@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.)

Team Building to create culture of trust

Team building to create a culture of camaraderie

Frequent teacher appreciation days throughout the year so teachers know they are valued and appreciated

Open door to admin to share concerns, comments, ideas, suggestions, etc.

Clear vision and mission with implementation

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

To retain 90% of our teachers from year to year.

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 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to 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.

Reading has been a historically low performing content area at Highlands Elementary. Our benchmark walk-thru's from 2022-2023 revealed that teachers were not effectively implementing differentiated small group instruction.

Measurable Outcome:

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

Highlands Elementary will increase student reading proficiency by 5 points in all grade levels.

Monitoring:

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

1. Common Planning,
2. Fall/Winter/Spring Progress monitoring state assessments
3. Intervention data from UFLI/Freckles/Iready/LLI/Curriculum
4. Benchmark Walkthru tool conducted weekly
5. Student work review during common planning and professional learning communities

Person responsible for monitoring outcome:

Natalya Richie (richien1@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.)

1. UFLI/Achieve 3000/Freckles
2. Data Driven Small group instruction
3. Professional development for reading teachers (District and school research based)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Lack of reading foundations
2. 5 year reading proficiency trends

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

No action steps were entered for this area of focus

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).

School Advisory Council review and recommendation for improvement and recommended resources.
Instructional Leadership team review of recommendations for improvement and recommended resources.
Collective Stakeholder review and selection of final resources and next steps for funding allocations.

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

Intentional and focused admin led weekly planning.

Additional academic personnel to support small group instruction/remediation (Paras/Grandparent Program/City Year)

Consistent admin observations with feedback

Provide time for teachers to attend researched based reading Professional Development

Novice teachers will participate in district core cohort Monthly Professional Development

Provide in class coaching from district coach's

After School Tutoring

Reading Focus through After school Boys and Girls Program

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

Intentional and focused admin led weekly planning.

Additional academic personnel to support small group instruction/remediation (Paras/Grandparent Program/City Year)

Consistent admin observations with feedback

Provide time for teachers to attend researched based reading Professional Development

Novice teachers will participate in district core cohort Monthly Professional Development

Provide in class coaching from district coach's

After School Tutoring
Reading Focus through After school Boys and Girls Program

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

K-2 35% or more of students will be proficient on the end of year state assessments.

Grades 3-5 Measurable Outcomes

2022-2023 3-5 30% Proficiency on state wide reading assessments

3-5 35% or more of students will be proficient on the end of year state assessments.

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 unit assessment data analysis

Weekly BWT walkthroughs to ensure facilitation aligned instruction

FAST, Fall, Winter, Spring Assessments

District assessments

Blended learning monitoring on a weekly basis (Iready, Amira, Freckles, Waterford)

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Richie, Natalya, richien1@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?

UFLI

LLI (Science of Reading)

Benchmark Advance (Aligned to State Benchmarks)

AMIRA

Freckles

Explicit Aligned Lesson Planning

Explicit Aligned Instruction

Differentiated Small Group Core Instruction/Remediation

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?

Research based and aligned to science of reading.

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
Ensure teachers attend Research Based district PD Monitor instruction for implementation of PD	Richie, Natalya, richien1@duvalschools.org
Admin will plan aligned lessons with teacher weekly	Richie, Natalya, richien1@duvalschools.org
Observe instruction daily thru district benchmark walkthrough tool	Richie, Natalya, richien1@duvalschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

List the school's webpage* where the SIP is made publicly available.

The SIP will disseminated via the following

1. Available on our school website: www.duvalschools.org/highlands
2. Uploaded to BLOOMZ
3. Available in our School Improvement binder located in the front office.
4. Copy sent home to all 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))

1. Consistent two communication
2. Progress reports
3. Grades weekly in grade book
4. Following practices and protocols for students suspected of having a disability
5. Ensure we have a positive environment where parents feel supported, valued and safe.
6. Meeting our SIP goals for the year.
7. Family Engagement Plan published to our website www.duvalschools.org/highlands
8. Host parent nights for math and science throughout the school year based on parent recommendations from previous year.

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)

1. Plan highly effective, engaging and impactful lessons
2. Conduct weekly admin led common plannings
3. Provide research based professional development for teachers and staff
4. Host afterschool tutoring
5. Consistent admin monitoring of all school reading instruction, plans, with feedback, support and follow up
6. Utilize city year in reading classrooms to support tier 2 students and instruction (target core groups assigned to city year corp members)
7. Keep families informed of student progress and provide ways they can support their child and school

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))

Research based.

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))

1. school based menth health counselor
2. school based quidance couelor
3. full service shool

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))

Collaborate with neighboring middle and high school
conduct yearly career fair for all students

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).

Calm classroom
PBIS handbook and strategy implementation

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))

Calm Classroom
Youth Mental Health
Weekly Common Planning
District Research based core content professional development
Early Release district research based professional development

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))

Host transition night

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Small Group Instruction	\$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