# Andrew A. Robinson Elementary School



**2023-24**

**Schoolwide Improvement Plan (SIP)**

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# Andrew A. Robinson Elementary School

## 101 W 12TH ST, Jacksonville, FL 32206

### http://www.duvalschools.org/are

## 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: <br><br> 1. Have an overall Federal Index below 41%; <br> 2. Have a graduation rate at or below 67%; <br> 3. Have a school grade of D or F; or <br> 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.**

At Andrew Robinson Elementary, our mission is to foster a community working together where learning takes priority and students strive for high achievement in the core content areas and the S.T.E.A.M. model.

**Provide the school's vision statement.**

At Andrew Robinson, our vision is to ensure that all children show academic growth through the implementation of rigorous standards-based instruction and increase critical thinking skills through the Math, Science, and Pre-Engineering magnet program.

## 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 |
|---|---|---|
| Grover, Mychelle | Principal | Leads, directs, and manages school 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 of school reform initiatives.<br>2. Sets high expectations and standards for the academic and social development of all students. Utilizes data to monitor student achievement aligned to performance expectations.<br>3. Participates in the school performance review process to determine causes of low performance and implements appropriate strategies for school improvement.<br>4. Facilitates 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 in programs.<br>5. Ensures a safe and secure learning environment through the systematic implementation of Positive Behavior Intervention Supports and other appropriate preventive strategies.<br>6. Supervises the school's instructional program through the evaluation of lesson planning, systematic monitoring of curriculum and instruction, and targeted feedback aligned with the Florida Education Accomplished Practices (FEAPs).<br>7. Develops and encourages positive school/community relations with internal and external stakeholders, and serves as liaison between the school, staff, and the community. Actively engages School Advisory Council, PTSA, volunteers, business partners, civic clubs, and parents to create shared ownership for student and school success.<br>8. Administers managerial functions of the school to include efficient and strategic preparation of the school's budget in alignment with school performance initiatives, maintenance of the school facility, and other operational functions impacting student learning.<br>9. Performs other duties as assigned. |
| Palmer, Lashanda | Assistant Principal | Serve as the principal's designee<br>• Assist in managing the learning environment – curriculum implementation, common planning, lesson study, book study, etc…<br>• Oversee Discipline (handle issues, process referrals, etc..)<br>• Conduct formal and informal CAST Evaluations (see CAST calendar)<br>• Conduct daily Walkthroughs and provided specific feedback to faculty and staff<br>• Conduct quarterly Data Chats with teachers<br>• Disaggregate and analyze school-wide data – determine next steps in instruction, provide specific feedback to stakeholders, maintain the school's data notebook and update data boards<br>• Prepare data reports for faculty meetings, common planning, and professional development sessions<br>• Actively participate in and facilitate professional development with staff during common planning and ERD sessions<br>• Participate in monthly coaching meetings for reading and math<br>• Oversee discipline rand adhere to the Code of Conduct - process referrals, communicate with parents and teachers, follow through with disciplinary actions |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | • Participate in the planning of the PBIS and Safety Plans – Monitor the implementation of the plans<br>• Serve as the Testing Coordinator – receive and prepare materials for testing (district & state)<br>• Complete the Title I PIP Budget and Plan – engage stakeholders and oversee the implementation of the plan; maintain the Title I Audit Box<br>• Participate in the planning of the SIP – Monitor the implementation of the plan<br>• Collaborate with staff to create the Master Schedules (classroom & resource)<br>• Oversee the cleanliness and upkeep of the facilities and grounds – complete GCA and cafeteria report cards<br>• Complete Para Evaluations<br>• Handle constituent concerns and complete the weekly Parent Comm. Letter for submission to the principal<br>• Prepare the Morn/After Duty schedules – oversee the implementation<br>• Create and maintain the school's Master Calendar<br>• Schedule and conduct safety drills<br>• Manage quarterly awards – orders, teacher folders, program set-up<br>• Monitor FOCUS and provide PD and support for teachers as needed – approve parent registration<br>• Attend and actively participate in committee meetings – SAC, PTA, etc…<br>• Update the school's webpage and scrolling announcements<br>• Organize Monthly Student of the Month ceremonies<br>• Perform all other duties assigned by the principal |
| Sams, Sonja | Other | Provides intensive instruction in reading to at-risk students in a one-on-one or small group setting.<br>• Teach content specific groups in 3rd-5th grade daily<br>• Identifies students in grades K-5 who are at-risk of not meeting grade level reading proficiency by analyzing data from identified state and district formative and summative assessments, classroom grades, and Measures of Academic Progress (MAP), and other identified reading curricula based learning objectives.<br>• Work collaboratively with the administrative team to select targeted students based on data and generate a daily schedule for support<br>• Work collaboratively with the homeroom teachers to coordinate intervention program efforts that align with regular classroom instructional focuses to promote student success<br>• Adhere to the daily schedule and maintain accurate attendance records<br>• Generate lesson plans that demonstrate skills of focus for the week<br>• Review student data weekly and make adjustments in instruction to meet the needs of the students<br>• Maintain a data notebook to track the growth of the students<br>• Participate in interventionist training<br>• Administer DAR to all students<br>• Complete running words to determine growth in reading levels<br>• Use research-based materials to provide daily instruction (implement w/fidelity<br>• K-2 – iReady Toolkit and Tools for Instruction, Reading Mastery Signature Edition, LLI |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| | | • 3-5 – LLI, Corrective Reading, iReady Toolkit and Tools for Instruction, Achieve 3000<br>• Attend admin & interventionist team meetings<br>• Participate in MTSS Leadership Team (MLT) and Collaborative Problem Solving Team (CPST) Meetings<br>• Perform all other duties assigned by the principal |
| Levesque, Erica | Teacher, ESE | Serve as the school's ESE Liaison and Collaborative Problem Solving Team (CPST) Facilitator<br>• Review IEPs for compliance<br>• Create master calendar for IEP reviews<br>• Attend MRT meeting<br>• Facilitate MTSS Leadership Team (MLT) and Collaborative Problem-Solving Team (CPST) meetings with the Guidance Counselor and Behavior Interventionist<br>• Provide instructional support for teachers implementing intervention strategies for MTSS<br>• Help teacher navigate through the documentation MTSS<br>• Provide PD with the Guidance Counselor and Behavior Interventionist on the MTSS process (folders, documentations, interventions, etc...)<br>• Maintain meeting minutes for students before the CPST committee<br>• Perform all other duties assigned by the 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.

SAC is made aware yearly of the academic goals of the school. SAC members represent each demographic represented at Andrew Robinson elementary. Input, revisions, and suggestions are solicited from SAC members.

**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))

SAC goals are monitored quarterly, and are discussed with SAC quarterly as well during monthly SAC meetings. For goals that are not being met, adjustments will be made to help school attain those goals.

**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: C 2018-19: C 2017-18: C |
| **School Improvement Rating History** | |
| **DJJ Accountability Rating History** | |

## Early Warning Systems

**Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | |
| Absent 10% or more days | 18 | 29 | 26 | 38 | 27 | 18 | 0 | 0 | 0 | 156 |
| One or more suspensions | 2 | 4 | 1 | 8 | 7 | 4 | 0 | 0 | 0 | 26 |
| Course failure in English Language Arts (ELA) | 0 | 2 | 3 | 3 | 2 | 1 | 0 | 0 | 0 | 11 |
| Course failure in Math | 0 | 2 | 3 | 1 | 0 | 1 | 0 | 0 | 0 | 7 |
| Level 1 on statewide ELA assessment | 0 | 0 | 58 | 39 | 32 | 0 | 0 | 0 | 0 | 129 |
| Level 1 on statewide Math assessment | 0 | 0 | 12 | 17 | 22 | 0 | 0 | 0 | 0 | 51 |
| 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 | |

**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 | 28 | 11 | 26 | 0 | 0 | 0 | 67 |

**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 | 2 | 4 | 1 | 0 | 1 | 0 | 0 | 0 | 8 |
| 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 | 0 | 32 | 24 | 12 | 18 | 36 | 0 | 0 | 0 | 122 |
| One or more suspensions | 0 | 3 | 2 | 4 | 5 | 6 | 0 | 0 | 0 | 20 |
| Course failure in ELA | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 3 |
| Course failure in Math | 0 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 5 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 55 | 30 | 38 | 0 | 0 | 0 | 123 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 15 | 28 | 37 | 0 | 0 | 0 | 80 |
| 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 | 0 | 2 | 2 | 26 | 16 | 29 | 0 | 0 | 0 | 75 |

**The number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 5 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 1 | 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 | 0 | 32 | 24 | 12 | 18 | 36 | 0 | 0 | 0 | 122 |
| One or more suspensions | 0 | 3 | 2 | 4 | 5 | 6 | 0 | 0 | 0 | 20 |
| Course failure in ELA | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 3 |
| Course failure in Math | 0 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 5 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 55 | 30 | 38 | 0 | 0 | 0 | 123 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 15 | 28 | 37 | 0 | 0 | 0 | 80 |
| 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 | 0 | 2 | 2 | 26 | 16 | 29 | 0 | 0 | 0 | 75 |

**The number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 5 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 1 | 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* | 33 | 48 | 53 | 35 | 50 | 56 | 27 | | |
| ELA Learning Gains | | | | 59 | | | 47 | | |
| ELA Lowest 25th Percentile | | | | 48 | | | 50 | | |
| Math Achievement* | 55 | 58 | 59 | 51 | 48 | 50 | 47 | | |
| Math Learning Gains | | | | 61 | | | 45 | | |
| Math Lowest 25th Percentile | | | | 61 | | | 20 | | |

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| Science Achievement* | 43 | 52 | 54 | 19 | 59 | 59 | 25 | | |
| 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 | 42 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 166 |
| Total Components for the Federal Index | 4 |
| Percent Tested | 99 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL Federal Index – All Students | 48 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the Federal Index | 334 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 99 |
| Graduation Rate | |

**ESSA Subgroup Data Review (pre-populated)**

| 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% |
|---|---|---|---|---|
| **2022-23 ESSA SUBGROUP DATA SUMMARY** | | | | |
| SWD | 20 | Yes | 1 | 1 |
| ELL | | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 42 | | | |
| HSP | | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | 42 | | | |

| 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% |
|---|---|---|---|---|
| **2021-22 ESSA SUBGROUP DATA SUMMARY** | | | | |
| SWD | 45 | | | |
| ELL | | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 48 | | | |
| HSP | | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | 47 | | | |

**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 | 33 | | | 55 | | | 43 | | | | | |
| SWD | 18 | | | 31 | | | | | | | 3 | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 32 | | | 55 | | | 43 | | | | 4 | |
| HSP | | | | | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 32 | | | 55 | | | 43 | | | | 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 | 35 | 59 | 48 | 51 | 61 | 61 | 19 | | | | | |
| SWD | 25 | 65 | 56 | 35 | 62 | 67 | 6 | | | | | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 34 | 60 | 55 | 51 | 59 | 61 | 17 | | | | | |
| HSP | | | | | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 32 | 59 | 51 | 48 | 59 | 59 | 18 | | | | | |

| 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 | 27 | 47 | 50 | 47 | 45 | 20 | 25 | | | | | |
| SWD | 12 | 32 | | 23 | 26 | 13 | 8 | | | | | |
| ELL | | | | | | | | | | | | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | **2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS** | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 26 | 45 | 50 | 46 | 46 | 20 | 24 | | | | | |
| HSP | | | | | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 24 | 45 | 52 | 44 | 43 | 23 | 21 | | | | | |

**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 | 36% | 47% | -11% | 54% | -18% |
| 04 | 2023 - Spring | 30% | 50% | -20% | 58% | -28% |
| 03 | 2023 - Spring | 30% | 46% | -16% | 50% | -20% |

| | | | MATH | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 51% | 59% | -8% | 59% | -8% |
| 04 | 2023 - Spring | 59% | 58% | 1% | 61% | -2% |
| 05 | 2023 - Spring | 57% | 52% | 5% | 55% | 2% |

| | | | SCIENCE | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 41% | 48% | -7% | 51% | -10% |

## 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.**

ELA-Andrew Robinson was once again unable to reach it's ELA goal of 40%. We also saw a slight decrease in the number of students proficient in ELA. This can be attributed to a higher percentage of ELL students, and an influx of students with significant reading deficiencies. Student attendance also attributed to this decline.

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

ELA is the only component that showed a decline, although this decline was by 2%. This can be attributed to a higher percentage of ELL students, and an influx of students with significant reading deficiencies. Student attendance also attributed to this decline.

**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.**

3rd grade ELA-this is typically an area of struggle for Andrew Robinson. We see a high influx of new students, that present with reading deficiencies. and they are not accustomed to testing platforms. Many of our students at this age become very overwhelmed with the testing process, and are still learning to read, versus reading to learn.

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

5th grade math- this group grew 55% from PM1 to PM3, and saw an increase from 42% to 57% from FSA to FAST. This can be attributed to:
*Consistent, targeted instruction from veteran teacher.
*Consistent support for new teacher from math interventionist.

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

*3rd grade repeaters, and their ELA deficiencies
*High percentage of level one 4th and 5th grade students.

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

ELA
Science
Math

**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 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.

Based on student attendance and performance, the is a strong correlation between student ELA performance and student absences.

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

100% of Andrew Robinson students will improve their attendance rate.

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

*Weekly student attendance.
*Monthly AIT meetings.
*Weekly common planning/PLCs.

**Person responsible for monitoring outcome:**

Mychelle Grover (groverm@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.)

School social worker will consistently monitor school attendance.
Classroom teachers and admin will work collaboratively monthly student attendance.
Student incentives will be put in place to encourage student attendance.

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

If students attendance is consistent, then they will be present to receive interventions to improve ELA performance.

**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*

**#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.

The priority area of focus is on Instructional Practices around standards-aligned instruction using the B.E.S.T. standards. By focusing on the standard, addressing preconceptions/misconceptions, and vertical alignment; teachers will proactively enhance students' conceptional understanding and develop aligned lessons while using rigorous text. Based on last year's data, teachers must understand the benchmarks and how they are assessed. Common Planning will be intentional with using the benchmarks and assessments as guides to create lessons with meaningful text. Each teacher's goal will be to make sure every student makes at least one year's growth. Data from assessments will be used to form small groups and ELA interventionists will keep their pulse on instruction by providing additional support with small groups. Data will always drive instruction to enhance student achievement for all students.

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

1. Common planning will be used focus on current benchmarks, assessments, and to create focus calendars. Common planning agendas, minutes, and focus calendars will be housed in OneNote. The goal is to increase our reading proficiency from 33% to 40%. LPQ gains will be at 50% by the end of 23-24 school year as assessed through FAST.
2. Standards Based Walk-Through Data (Standards Focus Board, Instructional Delivery, Student Engagement, & Assessment)
3. Implement quarterly data reviews with teachers to determine shifts needed in core and/or tiered instruction for students.
4. Schedule common planning meetings devoted to reviewing student work samples compared to grade level standard expectations.
5. Show case student work samples on classroom display boards and content focus board walks.

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

Through formal and informal observations by administrative staff. In addition, frequent walk-throughs to align instructional delivery with benchmarks. Monitoring will also happen through unit assessments and state assessments throughout the year.

**Person responsible for monitoring outcome:**

Lashanda Palmer (belll2@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.)

Review the BEST standards to understand the depth of what students are expected to know, understand, and do. Exit tickets will need to be tweaked or created to align to the benchmark with the qualitative rigor in text complexity. Weekly PLCs will be conducted to review materials, discuss student expectations of learning and create exit tickets. There will be a quarterly review of data and data chats with students.

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

Exit tickets will be reviewed as well as unit assessments to determine if they are aligning with benchmark expectations. Reading blended learning data (Waterford, iReady, & STAR) will be monitored and evaluated on a weekly basis.

**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 3 - Promising 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.

*Focused Common planning
*Common planning based on teacher needs
*Ensuring that student work is dissected, determining student areas of deficiency as well as teacher deficiencies.
*Determining when adjustments to instruction should be made.
*Providing additional paraprofessional support to ELA classrooms. This will enable teachers to provide data driven, small group instruction.
*Monthly meetings with Reading Interventionists to discuss data and next steps.
*Provide additional ELA support during Media Resource.

**Person Responsible:** Lashanda Palmer (belll2@duvalschools.org)

**By When:** Implementation takes place each week in common planning. Monthly & quarterly benchmarks will be evaluated accordingly. EOY benchmarks will be achieved by May 2024.

| #3. -- Select below -- specifically relating to |
| --- |

**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.

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

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

**Person responsible for monitoring outcome:**

[no one identified]

**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.)

**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.

*No action steps were entered for this area of focus*

## #4. 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.

According to the most recent PMA data, current FSA data, and the Standards Walkthrough Tool, classroom instruction, aligned tasks, and assessments do not provide adequate support and experiences to students.

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

100% of teachers will participate in weekly collaborative planning with school based leadership.

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

*Weekly classroom walkthroughs will be completed using the Standards Walkthrough Tool.
*Leadership will meet weekly to discuss successes/areas of focus noticed throughout each grade level.
*Leadership will work to develop PLCs/Common Planning that address areas of concern, and use model teachers to present as experts when appropriate.
*Leadership will revisit classrooms to monitor agreed upon changes to instruction.
*Teachers and leadership will participate in monthly data chats.

### Person responsible for monitoring outcome:

Mychelle Grover (groverm@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, coach and interventionist will facilitate specific, focused, data driven collaborative planning using a cyclical approach(plan, implement, observe, adjust) to provide standards based instruction in every science classroom, every day.

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

*Implementing effective planning streamlines teacher instruction, ensures that all lessons are driven to ensure standards mastery, and ensures students remain on task.
*Implementing effective planning allows teachers to reflect on their craft, glean from other colleagues, provide adjustments to their teaching, and sustain building capacity.

### 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).

N/A

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

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

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

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

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

The priority area of focus is on Instructional Practices around standards-aligned instruction using the B.E.S.T. standards. By focusing on the standard, addressing preconceptions/misconceptions, and vertical alignment; teachers will proactively enhance students' conceptional understanding and develop aligned lessons while using rigorous text. Based on last year's data, teachers must understand the benchmarks and how they are assessed. Common Planning will be intentional with using the benchmarks and assessments as guides to create lessons with meaningful text. Each teacher's goal will be to make sure every student makes at least one year's growth. Data from assessments will be used to form small groups and ELA interventionists will keep their pulse on instruction by providing additional support with small groups. Data will always drive instruction to enhance student achievement for all students.

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

The priority area of focus is on Instructional Practices around standards-aligned instruction using the B.E.S.T. standards. By focusing on the standard, addressing preconceptions/misconceptions, and vertical alignment; teachers will proactively enhance students' conceptional understanding and develop aligned lessons while using rigorous text. Based on last year's data, teachers must understand the benchmarks and how they are assessed. Common Planning will be intentional with using the benchmarks and assessments as guides to create lessons with meaningful text. Each teacher's goal will be to make sure every student makes at least one year's growth. Data from assessments will be used to form small groups and ELA interventionists will keep their pulse on instruction by providing additional

support with small groups. Data will always drive instruction to enhance student achievement for all students.

**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

1. Common planning will be used focus on current benchmarks, assessments, and to create focus calendars. Common planning agendas, minutes, and focus calendars will be housed in OneNote. The goal is to increase our reading proficiency in K-2 to 50%. This will be measured through assessment platforms for K-2.
2. Standards Based Walk-Through Data (Standards Focus Board, Instructional Delivery, Student Engagement, & Assessment)
3. Implement quarterly data reviews with teachers to determine shifts needed in core and/or tiered instruction for students.
4. Schedule common planning meetings devoted to reviewing student work samples compared to grade level standard expectations.
5. Show case student work samples on classroom display boards and content focus board walks.

### Grades 3-5 Measurable Outcomes

1. Common planning will be used focus on current benchmarks, assessments, and to create focus calendars. Common planning agendas, minutes, and focus calendars will be housed in OneNote. The goal is to increase our reading proficiency from 33% to 40%. LPQ gains will be at 50% by the end of 23-24 school year as assessed through FAST.
2. Standards Based Walk-Through Data (Standards Focus Board, Instructional Delivery, Student Engagement, & Assessment)
3. Implement quarterly data reviews with teachers to determine shifts needed in core and/or tiered instruction for students.
4. Schedule common planning meetings devoted to reviewing student work samples compared to grade level standard expectations.
5. Show case student work samples on classroom display boards and content focus board walks.

## 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.

Through formal and informal observations by administrative staff. In addition, frequent walk-throughs to align instructional delivery with benchmarks. Monitoring will also happen through unit assessments and state assessments throughout the year.

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

Grover, Mychelle, groverm@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?

Review the BEST standards to understand the depth of what students are expected to know, understand, and do. Exit tickets will need to be tweaked or created to align to the benchmark with the qualitative rigor in text complexity. Weekly PLCs will be conducted to review materials, discuss student expectations of learning and create exit tickets. There will be a quarterly review of data and data chats with students.

**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?

Exit tickets will be reviewed as well as unit assessments to determine if they are aligning with benchmark expectations. Reading blended learning data (Waterford, iReady, & STAR) will be monitored and evaluated on a weekly basis.

**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 |
|---|---|
| *Focused Common planning<br>*Common planning based on teacher needs<br>*Ensuring that student work is dissected, determining student areas of deficiency as well as teacher deficiencies.<br>*Determining when adjustments to instruction should be made.<br>*Providing additional paraprofessional support to ELA classrooms. This will enable teachers to provide data driven, small group instruction.<br>*Monthly meetings with Reading Interventionists to discuss data and next steps.<br>*Provide additional ELA support during Media Resource. | Grover, Mychelle, groverm@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.

SAC meetings, Open House, School webpage.

**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))

Monthly parental involvement activities, involvement in community events, advertisement in local businesses, school webpage.

**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))**

*Provide before and after school tutoring opportunities for students.
*Work collaboratively with after school program to provide strategic academic activities for students.
*Work with teachers and parents to develop incentives for attendance.

**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 Youth mental health trained
*Full service services
*Full time counselor
*Full time social worker

**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).**

Students participate in calm classroom as a proactive measure to personal stress. Students engage in PBIS as a means to deal with conflict. Students presenting constant behavioral issues referred to MTSS team for additional behavioral strategies and 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))**

*Weekly PLCs
*District content specific trainings
*Peer teacher training
*MINT program

**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: Positive Culture and Environment: Early Warning System | $0.00 |
|---|--------|------------------------------------------------------------------------|-------|
| 2 | III.B. | Area of Focus: Instructional Practice: ELA | $0.00 |

| 3 | III.B. | Area of Focus: -- Select below --: | $0.00 |
|---|--------|------------------------------------|-------|
| 4 | III.B. | Area of Focus: Instructional Practice: Science | $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