Merrill Road Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Merrill Road Elementary School

8239 MERRILL RD, Jacksonville, FL 32277

http://www.duvalschools.org/merrillroad

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.

Merrill Road Elementary School faculty and staff will provide students with opportunities to learn and achieve success while holding them accountable for high, individual expectations; collaborating and utilizing data focused instructional practices to assist in developing the whole child.

Provide the school's vision statement.

Students will leave Merrill Road Elementary with the knowledge to succeed by achieving individual expectations for the development of the whole child.

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
Rowsey, Lizzie	Assistant Principal	Assist with providing a safe and secure that promotes academic and social successes. Assist with managing and coordinating facility upkeep and operations to ensure an environment conducive to the highest level of learning. Assist with establishing, fostering, and sustaining a healthy relationship with the staff, students, parents and community. Manage and progress monitor student social growth and development. Coordinate and facilitate testing operations and implementation.
Clark, Natasha	Principal	Provide a safe and secure environment that promotes academic and social success. Establish, foster, and sustain a healthy school culture by building relationships with staff, students, parents, and community stakeholders. Manage and coordinate facility upkeep and operations to ensure an environment conducive to the highest level of learning. Identify, hire and retain through meaningful professional development and ethical practices highly qualified experienced staff. Ensure overall school vision, functions, and operations are aligned with district policies, initiatives and programs along with compliance with state and federal statutes. Provide a common vision for the use of data-based decision-making, monitor student achievement and staff development.
Higgins, Beth	Reading Coach	Coordinate and facilitate ongoing professional development in ELA that aligns to student and teacher needs. Compose and distribute the expectations for the classroom environment. Support teachers with planning and delivering lessons that align with student needs. (modeling) Provide instructional support aligned to teacher and student needs. (coaching) Coordinate and facilitate school activities that encourage support student success in Reading.
Rind, Lynne	Behavior Specialist	Provide daily Behavioral Support within classrooms Serve as direct school liaison for all Behavioral Supports teachers/para-professionals with district support staff. Participate in relevant school-based Multidisciplinary Team (MTSS) Meetings, CPST meetings, and any other meetings relevant to students served in Behavioral Supports classrooms. Monitor, model and assist with the implementation of academic instruction and social skills curriculum. Assist in the development of appropriate IEP goals, objectives and data collection system. Provide crisis intervention counseling when students are in crisis. Assist teachers with creating and maintaining IEP, FBA/ PBIP, copies of point sheets, anecdotal logs, discipline referrals, parent contact log for each student.

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.

The Leadership team will work to initiate a large portion of our community involvement through monthly SAC Meetings.

The Bloomz Platform will be our primary system to involve and encourage parents, school, and the district to regularly communicate in a streamlined platform.

Family Engagement Events will allow all students, staff, families, and community leaders to see how they all pray a critical role in Merrill Road Elementary's schoolwide success.

School/Climate surveys will be given quarterly and used to assess the need of the school.

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))

A rubric will be created to for stakeholder use to maintain and ensure the implementation of all tenants of this SIP as a shared vision. Stakeholders will continuously monitor and revise this plan as necessary. All staff will review our SIP during the first month of school and answer any questions they may have and also allow them to take ownership of this shared vision by soliciting their feedback.

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-2
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	80%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
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) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	
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	44	54	0	0	0	0	0	0	99
One or more suspensions	1	8	6	0	0	0	0	0	0	15
Course failure in English Language Arts (ELA)	0	0	1	0	0	0	0	0	0	1
Course failure in Math	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	20	14	40	0	0	0	0	0	0	74

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	2	13	26	0	0	0	0	0	0	41

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	2	0	1	0	0	0	0	0	0	3
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	51	39	0	0	0	0	0	0	90
One or more suspensions	0	12	4	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	15	39	0	0	0	0	0	0	54

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	15	34	0	0	0	0	0	0	49

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	3	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	51	39	0	0	0	0	0	0	90
One or more suspensions	0	12	4	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	15	39	0	0	0	0	0	0	54

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	15	34	0	0	0	0	0	0	49

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	3	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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*	35	48	53	38	50	56	38		
ELA Learning Gains				53			47		
ELA Lowest 25th Percentile				45			38		
Math Achievement*	37	58	59	38	48	50	36		
Math Learning Gains				50			20		
Math Lowest 25th Percentile				41			23		
Science Achievement*	33	52	54	41	59	59	28		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		54	59	64					

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](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	141
Total Components for the Federal Index	4

2021-22 ESSA Federal Index	
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	8
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	14	Yes	2	1
ELL	27	Yes	1	1
AMI				
ASN				
BLK	28	Yes	2	1
HSP	36	Yes	2	
MUL	50			
PAC				
WHT	49			
FRL	27	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	37	Yes	1	
ELL	41			
AMI				
ASN				
BLK	40	Yes	1	
HSP	35	Yes	1	
MUL	56			
PAC				
WHT	58			
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	35			37			33					
SWD	17			14			8				4	
ELL	18			35							2	
AMI												
ASN												
BLK	30			30			20				4	
HSP	31			37			45				4	
MUL	50			50							2	
PAC												
WHT	47			49			60				4	
FRL	27			31			19				4	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2020-21**	**C & C Accel 2020-21**	**ELP Progress**
All Students	38	53	45	38	50	41	41					64
SWD	21	44	33	36	57	38	30					
ELL	25	33		39	43							64
AMI												
ASN												
BLK	31	50	45	31	48	42	31					
HSP	31	39		24	47		36					
MUL	58	58		42	75		45					
PAC												
WHT	55	67		61	48		60					
FRL	32	46	45	31	49	46	36					70

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	38	47	38	36	20	23	28					
SWD	17	26	18	25	15	21	21					
ELL	32			56								
AMI												
ASN												
BLK	33	41	23	28	15	14	18					
HSP	47			50	45		64					
MUL	38			42								
PAC												
WHT	52	56		52	16		45					
FRL	30	39	38	28	13	21	17					

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.

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.

The data component that had the lowest performance was students with disabilities. The factors that contributed to the student's low performance include but are not limited to teacher retention, inconsistent instructional delivery and progress monitoring.

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

The data component that had the greatest decline was students with disabilities. The factors that contributed to the student's low performance include but are not limited to teacher retention, inconsistent instructional delivery and progress monitoring.

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.

N/A

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

Based on the fall to winter data ELL student showed the most improvement. New actions taken include but aare not limited to the following: explicit and systematic instruction, tiered supports and differentiated targeted small group instruction based on data grouping.

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

Potential area of concern is the number of 2nd grade students with a substantial reading deficiency.

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

Increase ELA proficiency in all subgroups
Increase math proficiency
Improve instruction differentiated instructional practices for targeted groups.
Improve and sustain a positive and inclusive learning environment.

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

#1. ESSA Subgroup specifically relating to Students with Disabilities

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

Increase reading proficiency for student with disabilities.

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

The school will increase the reading proficiency for students with disabilities by 5%.

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

Student progress will monitored using ongoing progress monitoring.

Person responsible for monitoring outcome:

Beth Higgins (higginsb1@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.)

Scaffolded instruction using multisensory reading interventions.

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

The rationale for selecting this specific strategy this will meet students where they are and promote cognitive development. (provides the needed scaffolding-includes visual, auditory, kinesthetic, and tactile activities to enhance student learning and memory. (UFLI)

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.

All ELA teachers will be trained implementation of UFLI

Person Responsible: Natasha Clark (clarkn@duvalschools.org)

By When: on going

The fidelity of implementation will be monitored.

Person Responsible: Natasha Clark (clarkn@duvalschools.org)

By When: on going

#2. Instructional Practice specifically relating to ELA

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

Increase reading proficiency in grades k-2

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

Increase reading proficiency by 5%.

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

This area of focus will be monitored using weekly classroom walk-throughs. Administration will complete weekly focus walks using a district designed and approve evaluating tool. Teachers will be given feedback from the visit and professional development and instructional support will be provided as needed. The support will focus on instructional delivery, benchmark alignment with planning, instruction and assessments.

Person responsible for monitoring outcome:

Natasha Clark (clarkn@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.)

Instructional practices will align to state benchmarks.

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

To best meet the needs of learners instruction and task should both be aligned to state adopted benchmarks.

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.

Weekly common planning.

Person Responsible: Lizzie Rowsey (rowseyl@duvalschools.org)

By When: On going

Provide professional development to teachers to ensure they understand how to align instruction to grade level benchmarks.

Person Responsible: Natasha Clark (clarkn@duvalschools.org)

By When: On going

#3. 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.

Decrease the number of student with substantial reading deficiency.

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

Decrease the number of student with a substantial reading deficiency by 10%.

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

Early warning indicators will be reviewed.

Person responsible for monitoring outcome:

Natasha Clark (clarkn@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.)

Progress Monitoring - Student data will be monitored periodically, teachers will collaborate within a professional learning community to identify best practices and barriers will be address to help increase student achievement.

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

The rationale for selecting this specific strategy is to improve student reading proficiency and promote a positive learning environment.

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.

Monitor student attendance and provide incentives to improve student attendance.

Person Responsible: Natasha Clark (clarkn@duvalschools.org)

By When: on going

Initiate a school wide reading plan that promote student achievement.

Person Responsible: Beth Higgins (higginsb1@duvalschools.org)

By When: On going

#4. Instructional Practice specifically relating to Math

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

Increase math proficiency for all subgroups.

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

Increase math proficiency by 5%

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

This area of focus will be monitored using weekly classroom walk-throughs. Administration will complete weekly focus walks using a district designed and approve evaluating tool. Teachers will be given feedback from the visit and professional development and instructional support will be provided as needed. The support will focus on instructional delivery, benchmark alignment with planning, instruction and assessments.

Person responsible for monitoring outcome:

Natasha Clark (clarkn@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.)

Tiered supports will be used to provide small group instructional support for students in math.

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

The rationale for selecting this specific strategy is to help students build a foundation in math skills.

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.

Use of visual aids to help students grasp mathematical concepts.

Person Responsible: Natasha Clark (clarkn@duvalschools.org)

By When: on going.

Students will do hands on activities using manipulatives to help develop an understanding of basic math concepts through tactile experiences.

Person Responsible: Natasha Clark (clarkn@duvalschools.org)

By When: on going

<div style="background:#2e3a6e; color:white; text-align:center;">

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).

</div>

As an ATSI school , the school improvement team will review the SIP quarterly. Stakeholders will ensure the identified resources are allocated based on the school's needs and if adjustments need to be made, the leadership team will work to make data-informed decisions to ensure resources are allocated based on need.

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

Based on the STAR Spring Assessment data, 30.34% of the students in grades k-2 scored below grade level in reading:
45% 2nd Grade
32% 1st Grade
14% Kindergarten

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

N/A

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

The number of 1st grade students reading on grade will increase by 5% or more on the S.T.A.R Reading assessment by May 2024.
The number of 2nd Grade students reading on grade will increase by 5% or more on the S.T.A.R Reading assessment by May 2024.
The number of Kindergarten students reading on grade level will increase by 5% or more on the S.T.A.R Reading assessment by May 2024.

Grades 3-5 Measurable Outcomes

N/A

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored by quarterly assessments. Administration
will complete data chats with teachers to discuss students' progress towards the desired school goals
set forth. Teachers will be given feedback during the data chat and provided professional development and instructional
support as needed.

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

Clark, Natasha, clarkn@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?

Teachers will implement small group instruction using evidence-based practices/ programs that meet Florida definition of evidence based . Teachers will use Benchmark Advance, UFLI, Level Literacy Intervention resources, and other evidence-based programs to provide to whole group/small group instruction aligned to the grade appropriate benchmarks. Tutoring will be offered to select students based on student needs. Instructional practices will be aligned to B.E.S.T standards.

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?

The evidence-based practices/programs will address the identified needs of students receiving the additional support. The identified practices/programs are researched-based and proven to be effective when used consistently with identified students.

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
Leadership will provide instructional support during common planning to ensure that the practices and programs align to B.E.S.T standards.	Clark, Natasha, clarkn@duvalschools.org
School based reading interventionist/coach will offer instructional coaching based on instructional needs.	Higgins, Beth, higginsb1@duvalschools.org
Assessment data will be reviewed quarterly by administration.	Clark, Natasha, clarkn@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.

Stakeholders will have access to copies of the SIP in the parent resource center, a direct link to the plan via school webpage, and the SIP Plan will be reviewed with stakeholders during a selected SAC meeting,

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))

MRE takes great pride in building a positive school culture and environment. We strive to build encouraging strong partnerships with parent groups, community agencies, and faith based entities. Frequent meetings are held to allow for opportunities to gain input, support, and build mutual benefiting relationships throughout the school year. We provide multiple opportunities for teacher teams to work collaboratively and build relationships. We develop a positive behavior support system that celebrates the academic and social success of students and staff. To increase family support, we host quarterly parent and family engagement activities.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The 23-24 school plan of action will strengthen the academic programs at MRE by providing additional personnel to provide academic support to students as needed based on school data. Additional instructional resources, supplies and technology will be purchased and used to enhance instruction and

support remediation. Parent resource center accessible parents to check out educational materials to provide additional support to students at home.

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))

As a Full Service school, counseling is provided to students as needed upon parent approval. Calm Classroom strategies are implemented daily.

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).

PBIS implementation. School-Wide Positive Behavior Plan will be implemented.

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))

Monthly professional development is provided as needed to improve instruction and the use of student academic data.

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))

Transition to Kindergarten parent night.
Level up day- Student visit the proceeding grade level for the upcoming year.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
4	III.B.	Area of Focus: Instructional Practice: Math	$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.

Yes