

Duval County Public Schools

Arlington Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Arlington Elementary School

1201 UNIVERSITY BLVD N, Jacksonville, FL 32211

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

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.

Educational excellence in every classroom, for every student, by obtaining academic proficiency and building strong character in all students every day.

Provide the school's vision statement.

Every student is inspired and prepared for success for their future, with choices for college or career.

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
Findlay, Paula	Principal	Instructional Leader that supports Literacy and Social Studies content areas through daily classroom walks and weekly common planning sessions to ensure the instructional strategies are effective and meet the needs individual students. Provide regular and consistent feedback to Teachers and follow-up with support through PLCs and next steps based on data and observations.
Bradner, Michelle	School Counselor	Instructional Leader that provides students with self-awareness, character traits, social skills, and bully prevention, focusing on Behavioral Health for our campus. Guidance is provided to Teachers and Families in regard to mental health responses, interactions to address social work needs such as attendance and family engagement, and PBIS structured systems. Provides support through the framework of ALERT and addressing student wellness.
McAlister, Kiana	Other	Instructional Leader that provides small group intervention to targeted students in both Reading and Math for students in 3rd, 4th and 5th grades. Data is used to determine strategic Tier 2 groups during designated times through differentiated learning centers in homerooms, as well as RTI block for Literacy for intermediate students. Provides instructional modeling and co-teaching for tiered Teacher deficits through mini-coaching cycles. Also supports school needs in technology and meets with teachers during PLC's to enhance lessons through interactive walls to heighten engagement.
Moye, Tarsha	Teacher, ESE	Instructional Leader that supports Various Exceptional Students in both Reading and Math in all grade levels. As the Lead VE Teacher, she provides Teacher and staff with strategies and techniques to support the accommodations of our ESE students in their homeroom classes. Based on the student's IEP, that targeted support is provided through various models, push-in, pull-out and consultation. There more informal assessing to ensure these accommodations are meeting the needs of students and pertinent information is provided to Parents and Teachers to monitor their progress.
Parker, Ashley	Assistant Principal	Instructional Leader that supports Math and Science content areas through daily classroom walks and weekly common planning sessions to ensure the instructional strategies are effective and meet the needs individual students. Provide regular and consistent feedback to Teachers and follow-up with support through PLCs and next steps based on data and observations.

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.

Input and feedback from various stakeholders is collected through our meetings that range from monthly Title I Parental Involvement events, weekly PLC's with Teachers, and monthly SAC meeting which

include our Faith-based partner - Arlington United Methodist Church, Community partners - Read USA, City of Jax Public Library and businesses (WAWA and Winn Dixie). We also conduct surveys throughout the year to determine how we need to adjust and meet the needs of the students and their families.

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))

Ensuring the master schedule is followed consistently in every classroom through daily walk-throughs and providing feedback and follow-up to teachers. Usage of informal and formal assessment data to determine if instruction should be adjusted to meet the needs of the students. Weely PLCs that uses data and strategic lesson planning to address the Benchmarks to the full extent. During these weekly collaborative sessions, ensuring Teachers use of aligned tasks and determine next steps to address deficits we are seeing for the following week. Targeted students at-risk will be provided additional supports with more small group instruction from 4-step process. Ensure consistent use of Blended learning platforms that provided students differentiated learning paths based on their own needs and also exposure to grade level standards. In addition, required Progress Monitoring Assessments will occur towards our Academic goals by using various data points such as baselines, midyear and end of year provided by DOE via FAST and DCPS via DMAs.

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	86%
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)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D

	2017-18: 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	3	16	32	20	13	24	0	0	0	108
One or more suspensions	0	2	2	1	0	2	0	0	0	7
Course failure in English Language Arts (ELA)	0	0	0	1	0	0	0	0	0	1
Course failure in Math	0	0	0	3	0	0	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	3	10	12	0	0	0	25
Level 1 on statewide Math assessment	0	0	0	2	3	7	0	0	0	12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	13	34	21	0	0	0	0	0	74
	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	3	9	27	15	7	10	0	0	0	71

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	3	1	0	5	0	0	0	0	0	9
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	27	27	19	19	12	9	0	0	0	113
One or more suspensions	0	0	0	1	3	2	0	0	0	6
Course failure in ELA	1	2	2	1	0	0	0	0	0	6
Course failure in Math	1	1	1	0	0	0	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	5	7	6	0	0	0	18
Level 1 on statewide Math assessment	0	0	0	4	7	8	0	0	0	19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	9	22	26	0	0	0	0	0	58

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	12	22	22	7	5	0	0	0	69

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	27	27	19	19	12	9	0	0	0	113
One or more suspensions	0	0	0	1	3	2	0	0	0	6
Course failure in ELA	1	2	2	1	0	0	0	0	0	6
Course failure in Math	1	1	1	0	0	0	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	5	7	6	0	0	0	18
Level 1 on statewide Math assessment	0	0	0	4	7	8	0	0	0	19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	9	22	26	0	0	0	0	0	58

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	12	22	22	7	5	0	0	0	69

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	40	48	53	31	50	56	39		
ELA Learning Gains				67			67		
ELA Lowest 25th Percentile				69					
Math Achievement*	65	58	59	47	48	50	50		
Math Learning Gains				64			67		
Math Lowest 25th Percentile				54					
Science Achievement*	48	52	54	25	59	59	42		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress	53	54	59	63			33		

* 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	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	241
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	420
Total Components for the Federal Index	8
Percent Tested	100
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	43			
ELL	36	Yes	1	
AMI				
ASN				
BLK	51			
HSP	37	Yes	1	
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	53			

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	29	Yes	3	3
ELL	45			
AMI				
ASN				
BLK	44			
HSP	54			
MUL				
PAC				
WHT				
FRL	50			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	40			65			48					53
SWD	29			57							2	
ELL	16			40							3	53
AMI												
ASN												
BLK	45			67			50				4	
HSP	16			45							3	50
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	43			65			50				5	67

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	31	67	69	47	64	54	25					63
SWD	10	46		15	46							
ELL	12	50		35	63							63
AMI												
ASN												
BLK	33	60		48	60		20					
HSP	19	73		45	73							58
MUL												
PAC												
WHT												
FRL	30	63	70	43	66		15					64

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	39	67		50	67		42					33
SWD	27			24								
ELL	31			46								33
AMI												
ASN												
BLK	40	67		53	61		33					
HSP	18			38								42
MUL												
PAC												
WHT	70			60								
FRL	35	58		50	67		44					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	47%	-15%	54%	-22%
04	2023 - Spring	42%	50%	-8%	58%	-16%
03	2023 - Spring	24%	46%	-22%	50%	-26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	73%	59%	14%	59%	14%
04	2023 - Spring	61%	58%	3%	61%	0%
05	2023 - Spring	44%	52%	-8%	55%	-11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	39%	48%	-9%	51%	-12%

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.

Our English/Language Arts was the lowest performance with only 40% but was an increase of 9 percentage points from prior year for proficiency. There continues to be the trend of a third of our population with substantial reading deficit (33%) which is an increase of 7 points from 26% from prior year. Our primary students continue to lack foundational skills in phonics and phonemic awareness in addition to vocabulary being a collective need in all grade levels. Obtaining effective Teachers was also a challenge for the second year in a row, as there were 4 long term subs throughout the year in 1st, 2nd and 4th grade levels, plus a VE position.

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

No areas showed a decline from previous year. We improved in all component areas for proficiency with new FAST Assessment> ELA from 31% to 40%; Math from 47% to 71% and 25 points increase in Science from 25% to 50%. Learning gains and Lowest performing quartile will be calculated for 2024 state assessment.

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.

ELA Reading has the greatest gap especially 3rd grade with only 24% on grade level compared to district average at 45% and state at 50%. Our 5th grade showed similar trends of only 32% proficiency compared to 47% district and 55% at the state level. A 3rd ELA Teacher was hired in November, and students continued to struggle with foundational word attack skills with being able to read on grade level, therefore a lot of instruction was spent building fluency and stamina. Small group time was used intervene on their instructional level that two to three levels behind.

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

Math showed the most improvement of a 24 point gain (71% proficient); More time was spent within Teacher-led small group to practice similar Instructional tasks noted in B1GM resource during work period of core lesson.

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

Large number of students with substantial reading deficits continue to be a concern, plus the attendance issue with over 48% of students miss more than 10% of school.

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

Reading, Science and Attendance

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.

Consistent targeted support is needed for our students with disabilities. This past school year only 28% (5 of 18) of rising intermediate students showed proficiency in Reading with school average at 40%.

Measurable Outcome:

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

Reading FAST data for our SWD will show proficiency gains from 28% to 44% (8 of 18), and maintain our historic learning gains average of 67%, including lowest performing quartile.

Monitoring:

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

Principal will meet with VE Teachers weekly to determine growth through informal assessing such as running records and DIBELS outcomes 3 times per year. State STAR Literacy (K -2nd) and FAST ELA (3rd - 5th) will also be tracked through Progress Monitoring Assessments 3 times per year

Person responsible for monitoring outcome:

Paula Findlay (smithp10@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.)

Our primary SWD students will receive targeted support in reading through the UFLI (University of Florida Literacy Intervention) 30 minute block daily ; while our Intermediate students will receive WIN (What I Need Intervention) through differentiated vertical groups with LLI and UFLI small pull-out groups.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students will be able to connect meaning and respond in writing, as Teachers integrate more opportunity for short and extended responses across content areas, where students are having meaningful discourse and then able to write and respond with evidence of their learning. Teachers will make connections obvious and explicit during small group instruction. Activley help students understand how key concepts across the curriculum relate to each other as you are teaching.

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.

VE teachers development of grade level tasks that will scaffold our SWD students ability to grasp and work towards grade level benchmark

Person Responsible: Tarsha Moye (hinesmoyet@duvalschools.org)

By When: Bi-weekly with Admin and grade level teams through PLCs

Development of data trackers for SWD to monitor progress more closely via blended learning platforms

Person Responsible: Tarsha Moye (hinesmoyet@duvalschools.org)

By When: October and then weekly updates

Admin meeting with VE teacher and HR teacher to plan for next steps for targeted students to show progress towards grade level benchmarks

Person Responsible: Paula Findlay (smithp10@duvalschools.org)

By When: Bi-weekly with Admin and grade level teams through PLCs

#2. 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.

We did improved our 5th grade proficiency from 25% to 50% this past year, but our Science data is inconsistent with pattern of gaining or declining by 20 points each year.

Measurable Outcome:

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

Science proficiency will increase by +10 points from 50% to 60%, for 5th graders on state assessment.

Monitoring:

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

Assistant Principal will monitor through the master schedule that allows for science instruction daily for a minimum of 30 minutes in K - 4th grade levels, 60 minutes in 5th grade, with a focus lab each week for students to have opportunity to apply their learning through hands-on experiences.

Person responsible for monitoring outcome:

Ashley Parker (parkera2@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.)

Interactive journals will be implemented in every classroom which includes a high volume of vocabulary, in addition to thinking maps that develops student ability to apply their understanding. Weekly labs will be conducted to demonstrate scientific processing, with analysis and critical thinking skills enhanced.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Usage of their interactive journals as a resource to process content, in addition to hands-on investigations will allow students to make connections to build bridges to over-arching Reading benchmarks. Vocabulary will be enhanced through fluency study guide weekly to develop schema for content.

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.

PLCs to support professional learning of Teachers to implement Interactive Journals for Science;
Pedagogy on enhanced vocabulary and hands-on learning through labs and scientific investigations;
Review expectations of journals by discussing exemplars and scaffolding tool to support students learning.

Person Responsible: Ashley Parker (parkera2@duvalschools.org)

By When: weekly PLCs

Provide feedback during science lessons via walk-throughs by admin ; follow-up with actionable steps to enhance instructional delivery for Teachers; Check student interactive journals in real time to ask students features that support their learning.

Person Responsible: Ashley Parker (parkera2@duvalschools.org)

By When: weekly classroom walk-throughs

#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.

There is almost a third of our incoming 3rd graders that have 2 or more early warning indicators. Very low attendance rates where 40% (16 of 40) are less than 90% present, and substantial Reading deficiencies 14 of 40 of are 2 or more grade levels below at 34%.

Measurable Outcome:

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

Our 3rd graders will increase, from 60%-75%, their attendance to meet the goal of an overall 90% average daily attendance.

Monitoring:

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

School Counselor will monitor daily attendance and send home weekly notices for students missing more than 5 days within a 30 day period.

Person responsible for monitoring outcome:

Michelle Bradner (medowsm@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.)

Through PBIS House system, students will be encouraged to earn points daily to be rewarded with monthly prizes for active engagement, in addition to increased attendance. Weekly and Monthly public attendance recognition for consistency in targeted grade level. Dolphin of the Month will be also be recognition for improved areas of attendance and participation.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Positive reward schoolwide systems such as House colors, Dolphin Store and Calm Classroom helps build stronger character traits and student leaders.

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.

Positive recognition for increased and consistent Attendance; Rewards for students with perfect attendance, in addition for those with positive point system through monthly Dolphin Store, House system.

Person Responsible: Michelle Bradner (medowsm@duvalschools.org)

By When: Bi-weekly tracking to monitor most improved, in addition to highest ranking

Mindfulness focus strategies through Calm Classroom techniques shared over the intercom and video of morning news.

Person Responsible: Michelle Bradner (medowsm@duvalschools.org)

By When: Daily via Teams platform for morning news show

Targeted small lunch bunch groups for character trait building; Guidance lessons weekly apathic skills to be more mindful of others

Person Responsible: Michelle Bradner (medowsm@duvalschools.org)

By When: weekly

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).

Based on only 24% of 3rd graders were proficient in Reading, an Interventionist was deemed necessary to provide additional targeted support for small group instruction. In addition a Parent Liaison position since 40% of 3rd grade were absent more an 10% of the school year; this role will support increased parent contact with attendance tracking and family engagement. Resources such as Mastery Education as tools for guided practice of critical thinking in literacy, in addition to communication folders and student planners.

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

We reduced from 90% to 72% of students needing Reading Intervention in 2022-23. Our Kinder cohort PM3 was highest at 57%, 1st grade only at 38%, and 2nd grade at 45%. Our primary students collective score 46% proficient for PM3 in 2023, with our goal of 60% for 2024 for ELA FAST. Our concerns continue to be foundation skills of phonics and phonemic awareness. Our Master Schedule has 30 minutes of Reading Intervention with ULFI Foundations resource every morning.

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

Our 3rd grade cohort PM3 was lowest at 24%, 4th grade at 42%, and 5th grade only at 32%, resulting in 40% proficiency in Intermediate grades for PM3 in 2023. We reduced from 90% to 72% of students needing Reading Intervention in 2022-23, but our concern for Intermediate continue to be foundation skills of word analysis and vocabulary There is a 30-minute intervention block in our Master Schedule to meet the needs for the three grade levels, where there are 6 differentiated groups to provide strategic skills practice for some and grade level comprehension for others daily.

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

Reading proficiency will increase by 14 points from 46% to 60% in primary literacy classes based on FAST PM3. Learning gains will also be demonstrated at 70%, where 77 of 110 students will improve by at least one level .

Grades 3-5 Measurable Outcomes

Reading proficiency will increase by 10 points from 40% to 50% in primary literacy classes based on FAST PM3. Learning gains will also be demonstrated at 70%, where 73 of 104 students will improve by at least one level .

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.

Assessing will occur through weekly progress monitoring through WIN Intervention groups (Walk to what I Need> Reading Club); in addition to informal assessing through running records, fluency checks, and reading records to determine small groups to differentiate for intervention or enrichment. Weekly instructional rounds by administration to observe key elements of skills practice with decoding and phonics, guided reading, word work centers, vocabulary development and short and extended responses in writing for all grade levels.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Findlay, Paula, smithp10@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?

Increase of writing across content areas to demonstrate cohesive and critical thinking in short and extended responses. Guided Reading small groups with grade level texts through Teacher modeling, probing and questioning. Vocabulary development through word study work during centers.

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?

Traditional learning gains average 65% on state assessment, and now that Kinder is trending with highest proficiency at 57%, we anticipate our resources will continue to provide effective growth. Reading Club Intervention block uses UFLI Foundations skills for targeted students in primary and intermediate grade levels to address decoding and phonics. SRA Corrective Resource has 4 levels that support foundational skills in word work and vocabulary and practice through short passages for comprehension and application to various genres of text.

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
<p>Literacy Coaching will continue with administration and interventionist to enhance instructional delivery for teachers. Lesson planning with aligned tasks used to meet grade level expectations through the depth of the benchmark. Progress monitoring and assessing will occur consistently to determine next steps of addressing deficiencies immediately; informal tracking through running records, fluency checks, and reading records to make adjustments. Professional Learning through weekly PLC's with vertical teams to collaborate and plan to address school-wide and grade level needs. Implementation of strategies such as writing elements to be focused on each level, and use of interactive journals across content areas.</p>	<p>Findlay, Paula, smithp10@duvalschools.org</p>

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.

We provide monthly information through our school-wide newsletter, in addition to family engagement events to remind parents how the strategies we share, such as Science Fair Family helps integrate foundational skills across all 3 major content areas.

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))

Through usage of parent information board at entrance, social media sites, and Parent Resource Room, we engage our families to actively participate in our family events. We showcase student engagement through weekly posts. Our community partners supports through supplies, rewards, and field trips to apply everyday skills. After-school program offers reading tutoring, homework assistance and enrichment activities to help develop the whole child.

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)

Literacy is enhanced through our "we succeed when Dolphins Read" campaign where students are rewarded for consistency with submitting weekly reading logs and written responses for their independent reading opportunities throughout the day. Administrative Data Chats will occur with students after each FAST PM to set goals and strategize for next steps.

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))

We do provide additional services for wellness through Calm Classroom and Restorative Justice protocols; Nutrition program through Fresh Fruit and Veggies program with weekly shipments for students to partake; House one Headstart program with one class of 3 and 4 year olds; In addition to other annual schoolwide events such as Literacy Week, Math Week, Science Fair, quarterly Flag Raising Ceremonies also strengthen school pride and improvement.

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))

School Counselor provides weekly character trait lessons to each grade level based on apathetic traits. Calm Classroom is a daily strategy for building focus and positive mindset. Read USA provides mentoring along with reading tutoring services through One-On-One Teen Tutors; Full Service Schools provides mental health services weekly as needed.

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

N/A

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

PBIS House System rewards all students for positive behavior through points earned daily for character traits; School counselor pulls targeted lunch bunch groups to help intervene with small groups with targeted emotional needs.

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 PLC sessions with grade levels as well as vertical content teams are used to provide professional learning for instructional needs such as differentiated small groups, aligned tasks for work period, and checks for understanding to determine next steps for instruction.

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))

Our Headstart class visits our Kindergarten classes, in addition our families are given resources and tools when they register and throughout the year of how to build foundational skills at home to support learning at school.

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: Science	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

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

Yes