

Duval County Public Schools

Sadie T. Tillis Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Sadie T. Tillis Elementary School

6084 MORSE AVE, Jacksonville, FL 32244

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

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.

As a faculty and staff we are committed to providing a safe environment that promotes social emotional growth, while placing the highest priority on rigorous standards based instruction and learning so that students think critically, meet learning targets, and experience academic growth and success.

Provide the school's vision statement.

Students of Sadie T. Tillis Elementary School will receive a quality education that develops the whole child, inspires life-long learning, and prepares students for college and 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
Dunbar, Helen	Principal	<ol style="list-style-type: none"> 1. Ensures a safe and secure learning environment (PBIS and Safety) 2. Leads, directs, and manages school operations 3. Supervises the school's instructional program through the evaluation teacher lesson delivery with targeted feedback aligned with the Florida Education Accomplished Practices 4. Utilizes data to monitor student achievement aligned to performance expectations 5. Develops and encourages positive school/community relations with internal and external stakeholders 6. Administers managerial functions of the school (budget, maintenance of school facility, and other operational functions. 7. Plan and conducts collaborative common planning sessions 8. Performs other duties as assigned
Perry, Danielle	Assistant Principal	<ol style="list-style-type: none"> 1. Participates in the planning of the PBIS and safety plans 2. Complete and monitors the Title 1 PIP Plan, engage stake holders in the implementation of the plan and maintain Title 1 Audit box 3. Assist in managing the learning environment- curriculum implementation, common planning 4. Oversee discipline 5. Conduct informal and formal observations 6. Conduct daily walkthroughs and provide specific feedback
Shako, Sherell	Math Coach	<p>Assists with planning and delivery of common planning</p> <p>Addresses the specific needs of the teacher and provides effective instructional practices to assist the teacher</p> <p>Provides small group instruction with identified learning groups</p>
Hinson, April	Other	<p>Assists with planning and delivery of common planning</p> <p>Addresses the specific needs of the teacher and provides effective instructional practices to assist the teacher</p> <p>Provides small group instruction with identified learning groups</p>
Baker-Allen, Alicia	Instructional Coach	<p>Assists with planning and delivery of common planning</p> <p>Addresses the specific needs of the teacher and provides effective instructional practices to assist the teacher</p> <p>Provides small group instruction with identified learning groups</p>
Johnson, Latona	School Counselor	<p>Improves attendance</p> <p>Reduce and resolve conflict resolution</p> <p>Provides small group and individual counseling sessions</p> <p>Refers to Full Service</p> <p>Monitor and assist teachers with MTSS/RTI processes</p> <p>Youth Mental Health facilitator</p>

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 school improvement plan is developed based on school data from the previous year and historical trends. The principal shared data with the leadership team, members of academic teams, and the school advisory council. Members from the academic teams analysis current data, and historical trends. They determine obtainable goals for school improvement and action steps to meet the learning targets. School advisory council members review the action steps recommended from each academic team and discuss how they can contribute to enhance the action steps that will motivate students desire to learn.

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))

The effectiveness to the implementation of the school improvement plan will be monitored monthly, but revisions of the plan as necessary will be made at mid-year. Student performance will be monitored from various data sets-classwork, and data from mini-assessments.

If revisions are necessary, the school will increase the amount of time dedicated with identified students/ groups (SWD, ED, Black subgroups). Interventions used will be revisited and may be subject to change according to the data, as well as the person providing the intervention.

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 KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	92%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT)

	Economically Disadvantaged Students (FRL)*
<p align="center">School Grades History</p> <p>*2022-23 school grades will serve as an informational baseline.</p>	2021-22: C
	2019-20: C
	2018-19: C
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	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	0	0	0	0	0	0	0	0	0

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

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

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

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	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	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	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	0	0	0	0	0	0	0	0	0

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

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	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	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	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	0	0	0	0	0	0	0	0	0

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

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	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*	29	48	53	23	50	56	21		
ELA Learning Gains				48			29		
ELA Lowest 25th Percentile				47			20		
Math Achievement*	42	58	59	42	48	50	25		
Math Learning Gains				69			32		
Math Lowest 25th Percentile				70			38		
Science Achievement*	35	52	54	19	59	59	18		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress	48	54	59	35			48		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	176
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	353
Total Components for the Federal Index	8
Percent Tested	98
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	26	Yes	4	1
ELL	30	Yes	1	1
AMI				
ASN				
BLK	29	Yes	2	1
HSP	33	Yes	1	
MUL	35	Yes	2	
PAC				
WHT	43			

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	33	Yes	2	

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	35	Yes	3	
ELL	46			
AMI				
ASN				
BLK	36	Yes	1	
HSP	50			
MUL	30	Yes	1	1
PAC				
WHT	66			
FRL	40	Yes	1	

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	29			42			35					48
SWD	20			40							3	
ELL	24			48							4	48
AMI												
ASN												
BLK	26			40			29				4	
HSP	23			40			43				5	47
MUL	38			31							2	

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	36			50							2	
FRL	28			42			35				5	38

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	23	48	47	42	69	70	19					35
SWD	8	36		41	70		20					
ELL	26	60	60	50	92		0					35
AMI												
ASN												
BLK	15	36	37	32	59	68	6					
HSP	31	67	60	43	84		26					37
MUL	17			42								
PAC												
WHT	39	67		83	75							
FRL	20	47	33	38	65	65	20					33

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	21	29	20	25	32	38	18					48
SWD	13			13								
ELL	22			37								48
AMI												
ASN												
BLK	14	24	25	18	27	33	9					
HSP	29	45		39	70							44
MUL	33			20								
PAC												
WHT	31			31								
FRL	19	28	21	24	29	38	15					38

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	31%	47%	-16%	54%	-23%
04	2023 - Spring	36%	50%	-14%	58%	-22%
03	2023 - Spring	20%	46%	-26%	50%	-30%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	38%	59%	-21%	59%	-21%
04	2023 - Spring	41%	58%	-17%	61%	-20%
05	2023 - Spring	46%	52%	-6%	55%	-9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	36%	48%	-12%	51%	-15%

III. Planning for Improvement

Data Analysis/Reflection

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

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

Reading achievement is at the lowest performance. Although there was marginal improvement from the previous year, reading achievement at third grade level continues to decline. In 2021-22 school year third grade reading achievement was 22%. Most recently, 2022-23 school year third grade reading achievement declined to 18%. Barriers to the decline with third grade was lack of teacher (1) commitment, (2) teacher pedagogy with new B.E.S.T. benchmarks and new curriculum, (3) release of responsibility to students and (4) achievement gap at the second grade level.

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

The school did not experience decline in tested data components.

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.

Reading achievement showed the greatest gap when compared to the state average. The school's average was 29% compared to 50% of the state average. Factors that may be attributed is the trend of low reading proficiency in the primary grades. Students need additional small group instruction with effective work to strengthen the foundation of reading.

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

Science showed the greatest improvement. Science achievement increased from 19% in 2022 to 35% in 2023. The increase was attributed to incorporating more time to science in small groups. Also students were engaged in written responses which gave concrete indication of students learning.

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

Attendance is an area of concern. During the 2022-23 school year, 47% of students were absent 20 plus days.

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

- 1) ELA Achievement
- 2) ELA Learning Gains with Lowest Performing Quartile Students
- 3) Math Achievement

Area of Focus

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

#1. Instructional Practice specifically relating to 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.

ELA instruction will target areas of student deficiency using previous and current data to ensure that students show proficiency, and growth. ELA instruction will target each identified subgroups-black, multiracial, SWD, and ED. From observations from administration and district leadership, as well as data from state and district assessments, it was observed that teachers struggled with using data to provide targeted lessons that meet student needs and provide an appropriate level of rigor and student engagement.

Measurable Outcome:

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

Results from informal and formal observations will conclude to an increase in the percent of lessons delivered that use data to differentiate instruction though small group. There will be an increase in the percentage of students who show growth and proficiency on each monitoring assessment of the FAST PM and the District Monitoring Assessment.

Monitoring:

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

ELA instruction will be monitored for growth and proficiency based on Reading Unit assessments, FAST PM assessments, and blended learning diagnostics throughout the year. In addition frequent walkthroughs with the focus on instructional delivery of lessons aligned to the appropriate benchmark. Incorporate various way to check for student understanding (Professional study with teachers to assist)

Person responsible for monitoring outcome:

Danielle Perry (bennefield@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.)

Benchmark Advance Vocabulary and Comprehension
Blended Learning Personalized Learning with Freckle
Benchmark Advance Intervention Lessons
Corrective Reading
District created tutoring modules aligned to B.E.S.T. benchmarks
Writing-Top Score Curriculum (4th and 5th)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Supplemental instruction is provided to students for whom Tier 1 alone is insufficient to achieve Tier 1 expectations. Small group learning is effective and must be matched to the needs of the students.

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.

School-wide literacy initiatives of clear goals and expectations

Analyze assessment data to track progress and make data-driven decisions

Improve effective instruction by providing professional development opportunities and conduct regular observations with timely specific feedback

Use flexible grouping to ensure students receive targeted support

Monitor progress monitoring and celebrate achievements to motivate students

Progress student monitoring of their own data and goal setting with data chats

Person Responsible: Danielle Perry (bennefield@duvalschools.org)

By When: At mid-year December 2022, actionable steps will be assessed and changes will be made; if needed. All actionable steps will be complete by May 2023.

#2. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:

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

ELA gains from the Lowest Performing Quartile is showing gradual incremental growth. With the number of students who are reading 2 plus years below grade level, there is a need to see more growth from the identified lowest performing students. This rationale is for all identified subgroups-black, multiracial, SWD, ED.

Measurable Outcome:

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

The identified Lowest Performing Quartile will show learning gains at a minimal of 50% by the end of the 2023-24 school year.

Monitoring:

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

Through informal and formal observations (along with consistent walkthroughs) of small group instruction that addresses specific skill gaps.

Person responsible for monitoring outcome:

Helen Dunbar (dunbarh@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.)

- Benchmark Advance Intervention Lessons
- UFLI Foundations Lessons
- Corrective Reading
- Blended Learning for Personalized Learning Freckles
- District created tutoring modules aligned to B.E.S.T. benchmarks

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Small group learning is designed to meet the need of the learner. Lessons are focused on foundational knowledge and skill gaps that pose barriers to students' success. In addition, lessons are explicit with multiple opportunities for students to practice and receive corrective feedback.

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.

- Tailor instruction based on individual student assessments.
- Implement small group instruction to address specific gaps
- Vary instructional materials to engage students at their level
- Support and provide ongoing professional development for teachers and support staff to enhance their

skills in teaching lower-level readers

Identify at risk students and provide targeted interventions

Progress monitor frequently with assessments to adjust instruction accordingly

Celebrate reading achievement and improvements among lower-level students through awards, certificates, and school-wide events.

Progress student monitoring of their own data and goal setting with data chats.

Person Responsible: Helen Dunbar (dunbarh@duvalschools.org)

By When: By mid-year, action steps will be assessed and adjusted; if needed. All action steps will be met by the end of the school year.

#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.

The percentage of the number of students absent during the school year totaling more than 20 days increased from 37% in 2021-22 to 47% in 2022-23. There is a need to pinpoint specific issues and patterns that attribute to chronic student absences.

Measurable Outcome:

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

By the end of the 2023-24 school year, the percentage of students absent more than 20 day during the calendar year will decrease by 10%.

Monitoring:

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

Weekly attendance will be monitored recognized for each class on each grade level
 Monthly attendance will be highlighted and celebrated for each grade level
 FOCUS will be the primary tool to monitor attendance.
 Clear goals and expectations to improve overall attendance

Person responsible for monitoring outcome:

Latona Johnson (johnsonl12@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.)

Implement an early warning system to identify students at risk of chronic absenteeism. Provide targeted interventions for the students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The likelihood of students improving in academic performance is impacted upon student attendance.

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.

Establish a school attendance team
 Create an attendance improvement plan outlining strategies interventions and timeline.
 Establish a recognition program for students with perfect attendance and significant improvement
 Establish a recognition incentive (certificate) for parents student perfect attendance and significant improvement

Person Responsible: Helen Dunbar (dunbarh@duvalschools.org)

By When: Each month the attendance plan will be analyzed and adjusted (if needed)

#4. ESSA Subgroup specifically relating to Economically Disadvantaged

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.

Math Achievement is trending with increase in proficiency. However the number of Economically Disadvantage students; along with black, SWD, and multi racial, is performing on grade level at a small incremental pace. The goal for the 2023-24 school year is for the total amount of students to perform at grade level equivalency is at least 50%.

Measurable Outcome:

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

By the end of the 2023-24 school year, Economically Disadvantage students, black, multiracial , and SWD, will show an overall increase in math achievement by 50%.

Monitoring:

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

Assess and analyze data to identify math levels and areas of weakness
 Progress Monitor Unit assessments, FAST PM assessments, and blended learning diagnostics throughout the year. In addition frequent walkthroughs with the focus on instructional delivery of lessons aligned to the appropriate benchmark. Teachers will provide various ways to check for student understanding (Teacher professional book study).

Person responsible for monitoring outcome:

Sherell Shako (shakos@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.)

- FAST Resources for interventions
- CPALMS
- Differentiated resources in district's curriculum guides
- Blended Learning Personalized Instruction Freckles

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data is analyzed to make instructional decisions for whole group and small group. On-going progress monitoring will help provide students with individualized instruction.

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.

- Analyze assessment data to track progress and make data-driven decisions
- Provide and support professional development opportunities
- use flexible grouping to ensure students receive targeted instruction

incorporate blended learning platforms for math and math fluency
 Progress student monitoring of their own data and goal setting with data chats

Person Responsible: Helen Dunbar (dunbarh@duvalschools.org)

By When: By mid-year, assess action steps and its effectiveness. Make adaptation by December.
 Implement all action steps by the end of the school year.

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).

The school allocates supplemental resources based on school data and its needs. Based on recent data, reading is the primary focus. School administration meets with the leadership team, representatives from the ELA department to discuss research based supplemental needs to improve reading achievement and growth. Once supplemental materials and equipment has been agreed upon, the team then shares the plan with the School Advisory Committee. Once all parties agree upon the allocation of resources, the budget is formed and submitted to the Title 1 Department for final review and approval.

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

Data from reading diagnostics, benchmark advance unit assessments and teacher observation, is used to form tiered reading groups for interventions. Trained paraprofessionals will use Leveled Literacy Interventions by Fountas and Pinnell in grades 1st and 2nd. All primary teachers will instruct daily direct instruction using UFLI.

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

Data from reading diagnostics, benchmark advance unit assessments and 2023 FAST is used to form tiered reading groups for interventions. The reading interventionists will use Corrective Reading by SRA in grades 4 and 5. 3rd grade interventions will come from UFLI, and Leveled Literacy Interventions. In

addition to the teacher providing explicit instruction, AmeriCorps tutor and trained paraprofessionals will use the supplements to provide interventions.

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

To improve end of the year blended learning diagnostic scores to reflect 50% or higher at proficiency.

Grades 3-5 Measurable Outcomes

To improve ELA proficiency to 35% or higher on the FAST ELA Assessment.

To improve ELA proficiency to 50% or higher with all subgroups (black, SWD, ED, multi-racial)

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.

Using triangulated data sources from FAST Progress Monitoring, Freckle Diagnostics, Benchmark Advance unit assessments, and District Progress Monitoring Assessments throughout the year, we will review individual student class and grade level to project end of the year outcomes. Adjustments to interventions and groups will be made as needed.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Dunbar, Helen, dunbarh@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?

Benchmark Advance
 Waterford (KG) Blended Learning
 UFLI
 Corrective Reading
 iReady Blended Learning
 Freckles Blended Learning
 Leveled Literacy Interventions
 Corrective Reading

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?

All intervention supplements have been supported by the district's academic services department. The programs are research based and are aligned with grade levels intended to serve.

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>Waterford (Kg) will be monitored bi-weekly during PLCs. Teachers will be expected to provide incentives for 80% accuracy of completion each week. Benchmark Advance weekly and cumulative assessments will be monitored after completion of each assessment. Data will be discussed and analyzed during weekly PLCs.</p> <p>Writing (grades 4 and 5) will be monitored and teachers will receive on going support from reading coach and specialist.</p> <p>UFLI will be monitored through classroom observations and walkthrough. Teachers will continue to receive support from district specialist.</p> <p>iReady will continued to be monitored during bi-weekly PLCs. Teachers will be expected to provide incentives for 80% accuracy of completion each week.</p> <p>Leveled Literacy Intervention will be monitored by interventionists and administration</p>	<p>Dunbar, Helen, dunbarh@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.

The School Improvement Plan is disseminated to stakeholders various ways. Stakeholders are invited to attend the initial planning for the Title 1 plan that aligns to the school improvement plan. After the school improvement plan is approved and made public, stakeholders may obtain copies of the school improvement plan from our website and a copy is placed in the front office for view or maybe copied if requested.

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))

The school fosters a positive relationship with parents, families, and other community stakeholders. The office staff participates in ongoing training on customer service. Teachers receive trainings on building positive relationships with parents.

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 school's area of focus (Instructional Practices in ELA and Mathematics) will provide quality instruction to students. The school's plan to strengthen the academic program is to ensure all support

staff are provide quality professional development specifically to enhance skills in teaching lower-level readers and mathematicians. Interventionists will be given specific schedules that will increase amount of time in assigned grade levels for specific students to instruct.

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))

The school improvement plan is in coordination with state and local approved resources. All supplemental programs are researched and approved by the state.

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))

The school has a Behavior Threat Assessment Team that meets regularly to discuss student concerns and determine an action plan for support. School guidance make referral for students/families to receive full service support from a trained mental health counselor. Students receive weekly support.

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))

This section is not applicable at the elementary level.

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).

Schoolwide tiered model consists of tiered 1 positive supports in the classroom by the teacher, tier 2 supports by school guidance, tiered 3 supports by district support services-social worker and contracted behavior health counselor.

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))

Ongoing professional learning is provided to teachers, paraprofessional and other support personnel to improve instruction at the school level by administration and instructional coaches/interventionists, and by district specialists. Staff also have the opportunity to participate in professional development offered by district academic services and regional specialists. These cohorts are offered monthly via virtual sessions.

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))

The school receives pre-kindergarten materials at the time of kindergarten registration. These materials are provided by the early learning department.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	1161 - Sadie T. Tillis Elementary School	Title, I Part A		\$15,000.00
			<i>Notes: Top Score curriculum will be used to supplement writing instruction with grades 4 and 5.</i>			
2	III.B.	Area of Focus: Instructional Practice: Small Group Instruction				\$18,510.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	648	1161 - Sadie T. Tillis Elementary School	Title, I Part A		\$18,000.00
			<i>Notes: Increase technology by purchasing 12 additional student laptops for student to work on blended learning platforms. 2 Interactive Carts/Bundle to improve teacher effectiveness and student engagement</i>			
	6400	510	1161 - Sadie T. Tillis Elementary School	Title, I Part A		\$510.00
			<i>Notes: As part of professional learning, a focus is for teachers to improve on various ways to check for student understanding. The purchase of professional books (Checking for Understanding) is being purchased.</i>			
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Economically Disadvantaged				\$0.00
					Total:	\$33,510.00

Budget Approval

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

Yes