Duval County Public Schools

First Coast High School

2023-24

Schoolwide Improvement Plan (SIP)

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First Coast High School

590 DUVAL STATION RD, Jacksonville, FL 32218

http://www.duvalschools.org/fch

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Every student is inspired and prepared for success in college or a career, and life.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Fluent, Justin	Principal	School Operations, Safety & Security, Data Analysis and action planning social studies
Hackman, Jovana	Assistant Principal	School Operations, Data Analysis and Action Planning for Mathematics and ESE
Kimbrough, Reina	Assistant Principal	Master Schedule, Data Analysis and Action Planning for ELA & Reading
Sullivan, Sharonda	Graduation Coach	Testing Coordinator and At-Risk Graduation Coordinator
Pollock, Kenyatta	Dean	Dean of Girls, PBIS Lead, Restorative Practices lead
Strong, Latroy	Dean	Dean of Boys, PBIS Lead, Truancy Monitoring, School Safety Plan
Walton, Vernachele	Math Coach	Provide high quality, high yield PD and strategies to teachers. Data analysis and action planning for mathematics department
Whitehead, Aristian	School Counselor	Scheduling, Mental Health Services, Drop out prevention
Joinville, Yvon	Assistant Principal	School Operations, Data analysis and action planning for Science, Performing Fine Arts, PE/HOPE, NJROTC and World Languages
Smith, Michael	Assistant Principal	School Operations, Safety and Security, Data Analysis and Action Planning for PRIDE Academy, CTE Academies, and Social Studies

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.

Faculty and staff participate in SIP Goal Development during pre-planning as they analyze school-wide data, and set priorities for improvement in their department meetings. That feedback is provided to the Leadership Team and utilized to develop school-wide priorities. Throughout the summer, student leaders from SGA meet with the administrative team to discuss priorities as its related to school culture and climate. Student responses to the 5-Essentials Survey as well as feedback from summer discussions is utilized to develop the culture and climate goals.

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 SIP will be monitored throughout the school year through frequent classroom walkthroughs, PLCs and Common Planning. Feedback will be provided to stakeholders on progress of SIP goals during the Mid-Year Stakeholders meeting in February 2024. Adjustments will be made to the SIP based on data analysis of student performance on formative and summative assessments, as well as data from the school-wide PBIS plan.

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)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	75%
2022-23 Economically Disadvantaged (FRL) Rate	79%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT)

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

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*	38	46	50	35	45	51	32		
ELA Learning Gains				51			36		
ELA Lowest 25th Percentile				41			27		
Math Achievement*	35	44	38	32	37	38	18		
Math Learning Gains				42			22		
Math Lowest 25th Percentile				54			31		
Science Achievement*	58	62	64	40	43	40	49		
Social Studies Achievement*	53	66	66	59	53	48	50		
Middle School Acceleration					52	44			
Graduation Rate	90	88	89	91	50	61	97		
College and Career Acceleration	73	77	65	61	63	67	80		
ELP Progress	44	37	45	64			52		

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	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	391
Total Components for the Federal Index	7
Percent Tested	94
Graduation Rate	90

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	570
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	91

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	49			
AMI				
ASN	88			
BLK	54			
HSP	60			
MUL	64			
PAC				

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%
WHT	65			
FRL	52			

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	34	Yes	1	
ELL	51			
AMI				
ASN	57			
BLK	48			
HSP	58			
MUL	54			
PAC				
WHT	55			
FRL	44			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	38			35			58	53		90	73	44
SWD	19			14			38	36		58	6	
ELL	31			19				33		67	6	44
AMI												
ASN	73									92	3	
BLK	34			30			52	46		71	6	
HSP	44			37			56	73		76	7	42

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
MUL	56			37			80	62		63	6	
PAC												
WHT	44			48			71	63		76	6	
FRL	32			31			49	46		61	6	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	35	51	41	32	42	54	40	59		91	61	64
SWD	15	32	23	17	34	32	28	33		77	46	
ELL	22	55		20			38	58		100	50	64
AMI												
ASN	50	64										
BLK	29	48	43	28	40	54	30	48		94	61	
HSP	45	55	31	40	54		65	75		95	66	
MUL	45	51	46	45	44		45	67		93	50	
PAC												
WHT	41	54	36	40	42	58	58	75		81	64	
FRL	27	50	45	28	43	47	30	45		85	43	

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	32	36	27	18	22	31	49	50		97	80	52
SWD	13	28	20	12	17	22	32	34		94	67	
ELL	15	38	31	32	27		27			100	50	52
AMI												
ASN	36	38		50				91		100	60	
BLK	25	33	30	10	19	30	39	40		98	79	
HSP	43	44	18	32	26		65	63		95	88	57
MUL	34	38		24	26		69	60				
PAC												
WHT	44	40	21	33	27	30	60	67		97	81	

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
FRL	23	27	25	14	20	28	42	46		96	73	

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
10	2023 - Spring	40%	44%	-4%	50%	-10%
09	2023 - Spring	36%	42%	-6%	48%	-12%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	42%	52%	-10%	50%	-8%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	35%	52%	-17%	48%	-13%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	64%	-10%	63%	-9%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	51%	60%	-9%	63%	-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.

U.S. History had the lowest performance. One contributing factor was an incorrect teacher placement. The teacher was not successful with classroom management and often fell behind in course pacing. Attendance was also a contributing factor as many students were frequently absent from that class period. FCIM Cycles were started later than normal, which left the U.S. History team with a rushed corrective instruction cycle for all students to work on low performing benchmarks.

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

The greatest decline came from U.S. History. A major factor was a late start to our FCIM corrective instruction cycles with students that are based on low performing standards. Starting this cycle after DMA 2 limited our ability to effectively provide corrective instruction that was truly individualized per student.

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.

Mathematics had the greatest gap when compared to the state average. Contributing factors for the previous school year were instability in the Algebra 1 department. We have 2 teachers leave during the school year and move out of state, leaving our students with a long term sub with support pushed in from our Math Coach until a certified instructor could take over. The lack of a certified instruction was detrimental to student performance.

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

Science showed the most improvement increasing 17% points from the previous school year. New actions taken were the implementation of Penda, a reading program tailored for science instruction. Additionally, intentional data analysis and student ownership of the data played a role in the success of our students. Students were strategically pulled for small group instruction which began after DMA 2.

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

N/A

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

1. US History Proficiency
2. Mathematics Proficiency
3. ELA Proficiency
4. Science Proficiency
5. Graduation Rate

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 Benchmark-aligned 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.

Benchmark Based Planning Focus: Ensuring that lesson delivery, materials, tasks, and assessments are fully aligned to grade level benchmarks. A slight majority of core content teachers exhibit fully aligned lessons and tasks. The SWD population will receive push-in support from our ESE staff, who will attend PLC with the content area they support in order to provide aligned support for our SWD population.

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

The vast majority of our current core content teachers will engage in successful benchmark based instruction planning procedures.

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

This area of focus will be monitored through weekly Benchmark Walkthroughs with the administrative team and academic coaches to ensure Benchmark alignment of lessons, materials, and learning tasks in the classroom.

Person responsible for monitoring outcome:

Justin Fluent (fluentj@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.)

Facilitate and monitor PLC and Common Planning sessions that result in instructional delivery that ensures students are exposed to benchmark aligned instruction, tasks, and assessments. This includes ensuring that ESE support teachers actively participate in PLC to ensure benchmark aligned support is provided during classroom push-ins and pull-outs for SWD.

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

In order to adequately prepare students to achieve mastery on the state assessments, schools need to ensure that students are receiving standard-aligned instruction.

The Reading Coach and Math Coach will assist in designing, monitoring, and assessing reading and math achievement progress and provide professional development and coaching for teachers focused on standard alignment. The Graduation Coach will assist in monitoring at-risk seniors to ensure they are progressing on standards necessary to exhibit mastery on the state assessments for graduation. Standard aligned assessments allow for accurate monitoring of student progress of assessed standards. Tier 2 and 3 instruction. Funding of additional teachers in ELA, Math, and Science will assure that class sizes are appropriate for core content areas. instructional supplies and technology purchased from Title I will ensure that students are exposed to double-blocked mathematics courses in Algebra and Geometry for additional instructional support, resulting in maximized instructional opportunities.

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.

Train school leadership team and teachers on the relationship between the SIP and the benchmark based initiative requirement in addition to Florida Benchmarks and item specifications.

Person Responsible: Justin Fluent (fluentj@duvalschools.org)

By When: PD will be ongoing, but the initial training will be completed by the 2nd Early Release Day of September 27, 2024.

Administrators and Coaches will engage in PLC and Common Planning to support and provide Professional Development to teachers with a focus on Alignment to benchmarks. Teachers will implement PD to create benchmark aligned lessons, activities, and assessments through common planning.

Person Responsible: Reina Kimbrough (kimbroughr@duvalschools.org)

By When: This will occur weekly during common planning and PLC time across all departments.

Utilize Title I funds to hire a Reading Coach, Math Coach, and additional teachers in ELA, Math, and Science, additional classroom supplies and computer technology to support the execution of our focus area.

Person Responsible: Justin Fluent (fluentj@duvalschools.org)

By When: Positions will be secured prior to the start of the 2023-2024 school year on August 14th.

Through the use of the Benchmark Walkthrough Tool, our leadership team will measure classrooms that have aligned benchmarks and experiences in all core classes.

Person Responsible: Justin Fluent (fluentj@duvalschools.org)

By When: A minimum of 25 Walkthroughs will be completed each week to ensure effective benchmark alignment.

First Coast High School will continue to include parents in academic decisions for their children by holding quarterly meetings to share the results of academic testing, grading, acceleration opportunities, and postsecondary readiness for college and career opportunities.

Person Responsible: Jovana Hackman (hackmanj@duvalschools.org)

By When: Meetings will be held quarterly: September November February April

#2. Positive Culture and Environment specifically relating to Other

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 area of focus is to implement and coordinate PBIS expectations schoolwide in order to create a positive climate and culture at First Coast High School.

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

By successfully implementing PBIS systems at First Coast High School, we will see a 10% decrease in incidence of student tardiness to class as well as a 10% decrease in Out of School Suspensions. Additionally, the implementation of PBIS will result in a 10% decrease in inappropriate language used toward school board employees.

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

PBIS will be pushed daily in classrooms by utilizing PBIS Points for positive student behaviors the include timely arrival to class, overall attendance, and exhibiting positive behaviors. Additional monitoring will be done through the Restorative Practices Program monitored by the Dean of Students to ensure that the program is run with fidelity.

Person responsible for monitoring outcome:
Yvon Joinville (joinvilley@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.)

By incorporating PBIS expectations into our daily instructional practices, we will both directly and indirectly expose students and faculty to the 5 Social Emotional Competencies. Teaching self-awareness, Responsible Decision Making Skills, Relationship Skills, and Social Awareness Skills.

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

According to the Collaborative for Academic, Social and Emotional Learning (CASEL),
"Social and emotional learning (SEL) enhances students' capacity to integrate skills, attitudes, and behavior to deal effectively and ethically with daily tasks and challenges. CASEL's integrated framework promotes intrapersonal, interpersonal and cognitive competence."

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.

PBIS Taskforce established which includes teachers, administrators, Dean of Students, and school secretary to assist in the development of PBIS school-wide activities.

Person Responsible: Yvon Joinville (joinvilley@duvalschools.org)

By When: PBIS Taskforce is in place and was established by August 11, 2023.

Each academic department will discuss and align at least one school wide PBIS expectation into their PLC meetings monthly.

Person Responsible: Yvon Joinville (joinvilley@duvalschools.org)

By When: Weekly during PLC time.

PBIS Lesson plans, classroom management resources, positive teacher recognition, positive student recognition, and providing tips and strategies teachers can use when communicating with parents. First Coast High School will continue to include parents in academic decisions for their children by holding quarterly meetings to share the results of academic testing, grading, acceleration opportunities, and college and career opportunities. The school will utilize parent call-outs, emails, social media, and the school marquee to inform parents are engagement opportunities. In addition, the leadership team will continue to have an open door policy for parents and are available to address constituent concerns.

Person Responsible: Yvon Joinville (joinvilley@duvalschools.org)

By When: Action items will be delivered weekly and quarterly.

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).

Due to the increase in our SWD population at First Coast High School, an additional ESE Teacher has been added to our allocation to ensure that all students are provided appropriate services per their IEP. Each student eligible for support services in ELA and Math will be scheduled into the appropriate support sections in the Master Schedule, resulting in a support schedule that provides appropriate support time for students in class from ESE teachers. Additionally, FCHS has been allocated a gifted coordinator to monitor and track the academic success of our gifted population at the school. Based on accommodations, students are scheduled into Learning Strategies as an additional support for academic success.

Title I Requirements

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

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

The SIP will be made available to parents in the following ways:

School webpage www.duvalschools.org/fch
Copies available in the Parent Involvement Room located in the Main Office of the School
Copies available at PTSA & SAC Monthly Meetings

Feedback forms will be provided at all parent involvement meetings to ensure we are meeting our SIP target goals. SIP Updates will be provided at the Mid-Year Stakeholders Meeting to be held in February 2024.

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 Family Engagement Plan for First Coast High School is available by visiting www.duvalschools.org/fch. Additionally, the plan is available in our Parent Involvement Room located in the main office. Weekly, Principal Fluent will provide parents with academic updates and an outlook for each week with a focus on cultural and academic expectations and events for the week. Notifications also include opportunities for parent involvement. This information is disseminated via phone call, email, and DCPS app every Sunday at 6:00pm to all parents, students, faculty and staff members of the school. Updates are also provided on the school social media platforms on Facebook and Instagram.

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 Reading Coach and Math Coach will assist in designing, monitoring, and assessing reading and math achievement progress and provide professional development and coaching for teachers focused on standard alignment. The Graduation Coach will assist in monitoring at-risk seniors to ensure they are progressing on standards necessary to exhibit mastery on the state assessments for graduation. Standard aligned assessments allow for accurate monitoring of student progress of assessed standards. Tier 2 and 3 instruction. Funding of additional teachers in ELA, Math, and Science will assure that class sizes are appropriate for core content areas. instructional supplies and technology purchased from Title I will ensure that students are exposed to double-blocked mathematics courses in Algebra and Geometry for additional instructional support, resulting in maximized instructional opportunities. The Dean of Students will support the school-wide PBIS plan with a specific focus on increasing student attendance, resulting in increased instructional time and opportunity for students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

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: Benchmark-aligned Instruction	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	$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