

Duval County Public Schools

Atlantic Coast High School



2023-24

Schoolwide Improvement Plan (SIP)

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Atlantic Coast High School

9735 R G SKINNER PKWY, Jacksonville, FL 32256

www.duvalschools.org/achs

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.

Our Mission is to provide educational excellence in every school, in every classroom, for every student, every day.

Provide the school's vision statement.

Our Vision is to ensure 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
George, Michael	Principal	School Leader (Oversee all personnel & duties) Math Admin. 9th Grade Admin.
Nolan, Blair	Assistant Principal	APC (Master Scheduling) English Admin. Counselor Admin
Prier, Aleya	Assistant Principal	ESE Admin. 12th Grade Admin. PBIS Admin. Title IX Coordinator
Thomas, Brandi	Assistant Principal	ESOL Admin. 11th Grade Admin. Science Admin. Title IX Invest.

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.

All stakeholders have input in the SIP process & it's development, whether through SAC, PTSA, or whole school staff meetings. As data becomes public, all school entities take part in digesting, disaggregating, and developing plan for SIP.

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))

Our SIP is a living document that is referenced throughout the school year in SAC, PTSA, and staff meetings.

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	No
2022-23 Minority Rate	64%
2022-23 Economically Disadvantaged (FRL) Rate	57%
Charter School	No
RAISE School	No
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) 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: A 2019-20: A 2018-19: A 2017-18: A
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	

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	610	
One or more suspensions	0	0	0	0	0	0	0	0	0	291	
Course failure in ELA	0	0	0	0	0	0	0	0	0	178	
Course failure in Math	0	0	0	0	0	0	0	0	0	210	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	503	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	415	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	513

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	222
Students retained two or more times	0	0	0	0	0	0	0	0	0	118

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	

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

II. Needs Assessment/Data Review

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

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	53	46	50	48	45	51	49		
ELA Learning Gains				51			51		
ELA Lowest 25th Percentile				41			42		
Math Achievement*	57	44	38	58	37	38	37		
Math Learning Gains				63			32		
Math Lowest 25th Percentile				63			36		
Science Achievement*	77	62	64	54	43	40	56		
Social Studies Achievement*	79	66	66	76	53	48	71		
Middle School Acceleration					52	44			
Graduation Rate	95	88	89	98	50	61	98		
College and Career Acceleration	81	77	65	74	63	67	79		
ELP Progress	34	37	45	28			54		

** 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	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	476
Total Components for the Federal Index	7

2021-22 ESSA Federal Index

Percent Tested	96
Graduation Rate	95

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	654
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	98

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	55			
ELL	55			
AMI				
ASN	84			
BLK	67			
HSP	63			
MUL	78			
PAC				
WHT	74			
FRL	63			

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	53			
ELL	50			
AMI				
ASN	74			
BLK	57			
HSP	56			
MUL	62			
PAC				
WHT	70			
FRL	51			

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	53			57			77	79		95	81	34
SWD	26			32			60	55		61	6	
ELL	20			51			58	65		75	7	34
AMI												
ASN	71			71			78	87		96	6	
BLK	42			48			69	70		75	6	
HSP	43			50			74	77		81	7	29
MUL	63			66			76	83		78	6	
PAC												
WHT	63			67			85	87		80	7	41
FRL	40			51			69	73		80	7	36

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	48	51	41	58	63	63	54	76		98	74	28
SWD	31	48	41	51	65	64	36	52		97	43	
ELL	10	39	33	44	57	73	38	53		98	76	28
AMI												
ASN	57	63	55	82	69		62	89		100	85	
BLK	36	45	41	45	63	63	44	68		100	64	
HSP	37	45	29	54	60	70	48	68		99	74	28
MUL	47	46	27	67	63		55	76		96	84	
PAC												
WHT	62	58	57	67	63	71	67	84		97	77	
FRL	38	45	38	51	53	49	48	65		96	65	15

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	49	51	42	37	32	36	56	71		98	79	54
SWD	24	34	28	31	35	33	38	54		99	40	
ELL	16	51	58	23	30	57	38	27		98	89	54
AMI												
ASN	58	57	80	53	29		61	90		100	88	
BLK	35	43	35	28	34	36	38	57		98	65	
HSP	41	51	57	30	28	38	57	55		98	88	57
MUL	58	46	18	43	46		59	78		89	88	
PAC												
WHT	62	57	39	49	31	34	72	84		98	83	
FRL	39	42	39	35	29	32	46	61		95	71	70

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	44%	44%	0%	50%	-6%
09	2023 - Spring	50%	42%	8%	48%	2%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	52%	-5%	50%	-3%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	52%	10%	48%	14%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	64%	9%	63%	10%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	76%	60%	16%	63%	13%

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.

While we showed growth in 22/23, our proficiency in ELA continues to be one of our lowest performance indicators. Student reading data significantly impacts performance in other content areas. There is a strong correlation between reading levels and performance on progress monitoring assessments and EOC exams.

There is a demonstrated need for targeting Level 1 readers. There is also a need to deliver targeted,

differentiated instruction for our ELL student population. Based on progress monitoring-style questions that called for analyzing, applying, explaining, and/or interpreting skills were lower across the board.

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

The only data point that showed a decrease from the previous SY was Geometry (-8%) to 62% proficiency. The previous year they were one of our highest achieving, which may have been hard to maintain. Coupling the high expectations with acknowledging these students in the previous year achieved only a 38% proficiency rate on the Algebra EOC. While these student showed immense growth from their Algebra scores the previous year, we did not do enough to maintain the 70% achieved the prior year.

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.

Both ELA & Math beat the state averages in proficiency (ELA: 55% - 50%, Math: 60%-56%). Overall as a school we grew in almost every category, sans geometry and graduation rate.

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

Biology saw the greatest jump from the previous year, boasting a +19%. A strong focused PLC in Biology with a team of teachers who have been working together on average of 3 or more years. Last years focus was on strong understanding of curriculum and data review with an emphasis on small group instruction. As a team, students were identified weekly and instructed per the need per standard as discussed during the Biology PLC planning meetings.

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

Our school has experienced a change in student makeup as our overall enrollment number has increased. We have had an increase in Level 1 student enrollments (62% of 9th graders reading below grade level). Many of our current teachers have been at the school for five or more years, prior to this change in student makeup. While student needs have changed significantly, teaching practices have not in all content-areas. We will continue to have to provide professional development opportunities centered around scaffolding and assisting all students with meeting the benchmarks.

Additionally, we have seen significant learning losses due to the COVID pandemic. Many students have regressed in learning because of struggles with online learning and/or having significant attendance issues.

New actions to address these concerns include additional reading strategies support, increased ELL support, and engaging students with questions that are more aligned to EOY assessments. We are also partnering with the district to further develop our ART responses to chronic attendance issues. We invested in staffing both fulltime ELA & Algebra with coaches to assist with data, PLCs, & small group instruction.

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

- 1.) 10th grade ELA
- 2.) 9th grade ELA
- 3.) Algebra
- 4.) Attendance
- 5.) ESOL support

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.

This area of focus will be monitored through the Standards Walk-Through Tool & ExactPath bi-weekly common assessments. Data collected will determine next steps for additional PD for learning leaders, small group instruction, and/or interventions for students.

Measurable Outcome:

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

- 55% proficiency in ELA9
- 50% proficiency in ELA10
- 55% ELA Gains
- 50% LPQ Gains

Monitoring:

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

Monitoring this area of focus will be assigned to our newly hired ELA coaches, specifically assigned to ELA 9 & 10. Along with those coaches, our assistant principal over ELA will oversee all monitoring.

Person responsible for monitoring outcome:

Blair Nolan (nolanb@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 standards aligned instruction, with tasks that are aligned to the standard and assessments are aligned to the standard and test specifications for the BEST Standards.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Facilitate PLC's that promote instructional conversations around standards-based instruction. During these meetings teachers, admin and support staff will review the action plan and develop changes and updates to curriculum instruction per the BEST Standards. Teachers will discuss student data and the new approach to the curriculum as planned in the curriculum guide for ELA instruction for 9th, 10th and recovering students needing to meet the proficient score or increased learning gains.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. 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 Positive Behavior Interventions and Support model will continue to be implemented at Atlantic Coast High School for the 2023-2024 school year. It is a planned approach for school behavior that emphasis: prevention of problem behaviors through proactive instruction of desired behavior; regular reinforcement of

appropriate behavior; monitoring and correction of problem behavior; application of more intensive and individualized behavior support for students who do not respond to prevention effort.

WE Restore is our climate and culture theme where we are focused on a positive and not punitive environment.

The leadership team will build positive school culture by rewarding students for the academic and social behavior. For example, students who earn A/B Honor will receive an incentive each quarter such as an ice cream party as well as public recognition through our school newsletter. For students that do not receive a behavior referral, will be allowed to participate in school wide social events. Battle of the Class is new to ACHS. Monthly class recognition for students to be recognized for the following:

Highest GPA's, Lowest amount of referrals, highest attendance rate and least amount of late notices.

Stakeholders such as the PTSA and SAC will be involved with planning the PBIS events as well as requesting donations from business partners.

Student Leaders, SGA and Student Ambassadors, Best Buddies with ESE Students, 5000 Male Role Models, The Society Leadership Club for Young Women and other opportunities for students to practice their leadership skills to enhance the school environment for all.

Measurable Outcome:

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

- Reduction of class III & IV referrals to less than 50 total for 23/24 SY.
- Reduction of class I referrals to less than 600 total for 23/24 SY.

Monitoring:

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

These areas of focus will be monitored on multiple fronts throughout the year including through our weekly leadership team meetings, monthly culture meetings, and monthly BTAT/SESIR meetings.

Person responsible for monitoring outcome:

Aleya Prier (wilcoxa@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.)

We will continue to implement our PBIS model to support this area of focus. It is a planned approach for school behavior that emphasis: prevention of problem behaviors through proactive instruction of desired behavior; regular reinforcement of appropriate behavior; monitoring and correction of problem behavior; application of more intensive and individualized behavior support for students who do not respond to prevention effort.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

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

N/A

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

N/A

Measurable Outcomes

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

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring**Monitoring**

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

N/A

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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?

N/A

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?

N/A

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**

N/A

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.

SIP is disseminated through multiple avenues including shared on our website (below), shared with our school advisory council (SAC), and during our parent back-to-school night. We will provide translations to those families in need as well.

Website: <https://dcps.duvalschools.org/Page/22674>

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))

Our plan to build positive relationships with parents, families, and other community stakeholders includes: consistent communication, opportunities to visit campus and speak with school leaders, open house invitations during various times of the day to accommodate all families, and translated documents for those in our community who need ESOL services.

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))

We plan to strengthen the academic program using multiple strategies: investing in the development of our staff through both inside and outside sources, hiring fulltime academic coaches to support learning, providing clear and digestible data to all teachers which leads to true differentiated instruction, creating a school-level walk-through tool aimed at identifying and supporting quality teaching, implementing our school-wide PBIS model, providing small group instruction through all academic courses, maintaining weekly PLCs in core content areas, and developing and establishing clear academic goals.

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

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school employs fulltime mental health and counseling services to all students on campus, 5 days/ week. The school communicates all services to students and families through callouts, orientations, and back-to-school events.

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))

The school has 6 career and technology education pathways: gaming, web design, digital video, engineering, medical, and education. The school also, in conjunction with DCPS, employs the Duval Ready program. The Duval Ready Diploma designation is a diploma seal that students can earn, symbolizing that they have training in skills such as professionalism, communication, teamwork, and problem solving using the Florida Ready to Work (FRTW) curriculum.

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).

Using our school-wide PBIS model, we are better equipped to address problem behavior. This proactive approach, establishes recognition & rewards for positive behavior's established by the school, in order to

combat negative behaviors. The school also utilizes a restorative approach to discipline, giving students an opportunity to repair relationships before being disciplined.

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))

The school encourages all staff to seek development opportunities within our building and outside. We provide monthly training opportunities to all staff with a menu of options throughout the year. We also have monthly district training opportunities available to all staff.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	\$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