Garden City Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Garden City Elementary School

2814 DUNN AVE, Jacksonville, FL 32218

http://www.duvalschools.org/gardencity

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.

The mission of Garden City Elementary school is to create a challenging learning environment that encourages high expectations for the success of all students.

Provide the school's vision statement.

The vision of Garden City Elementary school is to provide a caring and stimulating environment where children will recognize and achieve their full potential.

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
Cannington, Ashley	Principal	The principal will provide opportunities for teachers collaboration, communicate and reinforce expectation for data based decision making, conduct walk-throughs to monitor fidelity and integrity of core curriculum and intervention implementation; monitor teacher effectiveness; communicates with all shareholders information regarding school data and student achievement progress, implements and monitors behavior intervention. provides opportunities for teacher professional development in effective teaching strategies and best practices. Ms. Cannington will serve as the instructional leader and practice shared decision making based on the needs on the school. The principal will also, work collaboratively with stakeholders and community member with securing business partners.
Johnson, Keshayla	Assistant Principal	The assistant principal will provide instructional support and coordinate professional development/ coaching support for instructors; Coordinate and manage school wide assessments, conduct walkthroughs to monitor implementation of SIP strategies, implements and monitor behavior intervention, monitor student achievement through analyzing school-wide data, assist with the development of intervention and differentiated instruction. In addition , Mrs. Jones will serve as a support for understanding and aligning standards to instructional practice. The assistant principal will also, work collaboratively with stakeholders and community member with securing business partners.

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.

School Advisory Council was used to elicit input for the needs of the school. This team included school admin, school teachers, parents and business partners.

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 regularly monitored by student data sets. These data sets will be quarterly district assessments (District Monitoring Assessments) as well as STAR and iReady Diagnostics.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	91%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Black/African American Students (BLK) 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: 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	1	31	39	34	35	27	0	0	0	167
One or more suspensions	0	5	1	1	2	4	0	0	0	13
Course failure in English Language Arts (ELA)	0	0	1	0	1	0	0	0	0	2
Course failure in Math	0	0	1	0	1	1	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	0	22	26	0	0	0	48
Level 1 on statewide Math assessment	0	0	0	0	16	25	0	0	0	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	28	40	37	0	0	0	0	0	109

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	1	18	26	24	17	27	0	0	0	113

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	1	0	1	0	1	2	0	0	0	5
Students retained two or more times	0	0	1	0	1	0	0	0	0	2

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	
One or more suspensions	2	3	2	1	2	1	0	0	0	11
Course failure in ELA	0	0	0	11	12	14	0	0	0	37
Course failure in Math	0	0	0	5	7	11	0	0	0	23
Level 1 on statewide ELA assessment	0	0	0	3	20	20	0	0	0	43
Level 1 on statewide Math assessment	0	0	0	2	15	21	0	0	0	38
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	

The number of students identified retained:

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	2	3	2	1	2	1	0	0	0	11
Course failure in ELA	0	0	0	11	12	14	0	0	0	37
Course failure in Math	0	0	0	5	7	11	0	0	0	23
Level 1 on statewide ELA assessment	0	0	0	3	20	20	0	0	0	43
Level 1 on statewide Math assessment	0	0	0	2	15	21	0	0	0	38
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	

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	35	48	53	34	50	56	38		
ELA Learning Gains				50			45		
ELA Lowest 25th Percentile				46			71		
Math Achievement*	39	58	59	58	48	50	61		
Math Learning Gains				62			56		
Math Lowest 25th Percentile				61			86		
Science Achievement*	31	52	54	41	59	59	19		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		54	59						

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	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	157
Total Components for the Federal Index	4

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	352
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	16	Yes	1	1
ELL				
AMI				
ASN				
BLK	37	Yes	1	
HSP	40	Yes	1	
MUL				
PAC				
WHT	41			
FRL	34	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL				
AMI				
ASN				
BLK	49			
HSP				
MUL				
PAC				
WHT	52			
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	35			39			31					
SWD	11			29			23				4	
ELL												
AMI												
ASN												
BLK	33			38			29				4	
HSP	20			60							2	
MUL												
PAC												
WHT	39			42							2	
FRL	29			35			28				4	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	34	50	46	58	62	61	41					
SWD	12	44		46	56	60	25					
ELL												
AMI												
ASN												
BLK	31	47	44	57	63	64	38					
HSP												
MUL												
PAC												
WHT	41	46		65	54							
FRL	36	51	43	54	63	72	35					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	38	45	71	61	56	86	19					
SWD	17			53								
ELL												
AMI												
ASN												
BLK	38	43	69	62	53	91	17					
HSP				30								
MUL												
PAC												
WHT	48			67								
FRL	36	45		56	53	90	17					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	32%	47%	-15%	54%	-22%
04	2023 - Spring	32%	50%	-18%	58%	-26%
03	2023 - Spring	44%	46%	-2%	50%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	61%	59%	2%	59%	2%
04	2023 - Spring	41%	58%	-17%	61%	-20%
05	2023 - Spring	26%	52%	-26%	55%	-29%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	31%	48%	-17%	51%	-20%

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.

LPQ Students Specifically, Students with disabilities continuously performs under the 41% Federal index for reading.

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

Math proficiency showed the greatest decline from the prior year. The factors that contributed to this decline were: a 5th grade teacher who quit in Mid-September, so having substitute teachers in the 5th Grade Classroom all year was a detriment to the proficiency. Additionally,

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.

The data component that had the greatest gap when compared to the state average was reading performance.

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

The data component that showed the most improvement was reading, increasing from 32% to 34% proficiency. The contributing factors to this improvement included reviewing student work as aligned to standards,
intentional planning and consistency with immediate feedback to students and teachers. We will continue with these actions to increase proficiency and gains.

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

Two areas of concern are our math proficiency, which dropped over 20% and our science proficiency, which dropped 10%.

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

1. Math proficiency
2. Reading proficiency
3, Science proficiency
4. LPQ Gains Math
5. LPQ Gains Reading

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 Differentiation

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.

Our highest priority area of focus is ensuring that all teachers strategically plan differentiated learning opportunities for all students to increase learning gains. Tier II small group instruction provides students with explicit instruction focusing on identified areas of need. Through tier II instruction student will receive more individualized instruction in mastering prerequisite skills and expanding standards that have been mastered. Differentiated instruction provides students with the opportunity to meet and exceed grade level proficiency.

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

Increase reading learning gains by 7 points from 53% to 60%.
Increase reading lower performing quartile gains by 5 points from 45% to 50%.
Increase math learning gains by 10 points from 50% to 60%.
Increase math lower performing quartile gains by 9 points from 41% to 50%

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

dministrators will conduct a minimum of 4 SWT weekly.
Student data will be tracked weekly and quarterly using blended learning platforms and district assessments.
Administrators will conduct on-going data chats with teachers to review current data, student groupings, monitor student progress and identify next steps for academic growth.

Person responsible for monitoring outcome:

[no one identified]

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.)

1. Reading and Math interventionists will provide weekly professional development to assist teachers with differentiation.
2. Reading and Math interventionists will work with identified students in small groups. Interventionist will focus on standards of need and provide direct instruction. Students will complete progress monitoring assessments while working in the small group.
3. Teachers will be able to use informal and formal data to gauge where students are academically and create fluid groupings based on identified standards.
4. Teachers will utilize poster maker and laminator to create standards based anchor charts and visuals for students to reference during whole and small group instruction.
5. Teachers will embed technology throughout lessons to assist with student engagement.

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

1. Through professional development, teachers will understand, plan and utilize grade level standards to support student learning.

2. Utilizing data will allow teachers, along with V.E. teachers, the opportunity to make necessary instructional shifts towards standard mastery.
3. Additional equipment in the teacher workroom will assist in enhancing the learning environment by allowing teachers to create print-rich classrooms.
4. Technology will be utilized by teachers to enhance student learning

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. 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.

Based on 2021-2022 data, ELA was identified as a critical area of need. Students need support with the foundational skills of how to read and comprehension. As an area of focus, student success in ELA progress will also increase student achievement in other subject areas. As reflected on the 2022 state assessment, 32% of students in 3rd through 5th grade were proficient.

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

1. Students scoring at or above proficiency on blended learning platforms will increase.
2. Increase reading proficiency based on district assessments.
3. Increase reading proficiency based quarterly state assessments 8 points from 32% to 40%

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

Our school leadership team, district content specialist, and teachers will monitor and review ELA data from blended learning platforms and district assessments.

Person responsible for monitoring outcome:

Keshayla Johnson (wootenk@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.)

Data Driven Lesson Planning: Understanding where students are with mastery of standards, using data from informal and formal assessments, planning clear objectives, identifying possible student misconceptions, and utilizing checks for understanding to adjust instruction as needed.
Differentiated Instruction: Teachers have a diverse population of learners that includes readiness, culture, motivation, access to technology, language and other contributing factors. Teachers will get to know their students academically to determine proper student grouping. Effective tier II planning will maximize student learning. Students will focus on the standards of need whether in teacher -led small group or working in a student-led center.

Progress Monitoring: Ensuring whole group lessons, Tier II instruction, interventions, and assessments are completed with fidelity. Checking effectiveness from student work and data.

Tier 1 Supports: Will be evidenced in every classroom for every lesson to ensure Tier 1 instruction is being taught with fidelity.

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

To move students academically, teachers need to be able to interact confidently with grade level standards to plan appropriate grade level student activities and assessments. Student progress monitoring helps teachers evaluate the effectiveness

of their teaching. Utilizing feedback from the instructional review and action plan will allow us to: recognize accomplishments, track actions, measure implementation impact, evaluate the plan and determine next steps. It may be used by the school alone or with the assistance of the support lead.

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

#3. 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.

Data collected from the "5Essentials Survey" continues to show a weak rating for "Involved Families". A positive school culture and environment involving parents must value trust, transparency, respect and high expectations. As stakeholders, consulting with parents to employ school improvement strategies that impact a positive culture is critical. Stakeholders play a vital role in school performance and addressing equity.

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

1. Parent participation in on -site events will increase by 10%.
2. Data on the "5Essentials Survey" will show an increase from 30% (weak) to at least 40% in the "Involved Families/Parent Involvement" section

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

1. Parent participation at on-site events will be tracked by sign-in sheets and parent surveys.
2.Data on the "5Essentials Survey" will show an increase of at least 10% in the "Involved Families/Parent Involvement" section on the 5Essentials rubric.

Person responsible for monitoring outcome:

Keshayla Johnson (wootenk@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.)

1. We will utilize Bloomz schoolwide for communication between teachers and parents and school information will be sent out to families.2.Use of Parent Link to send regular messages to families.
3. Use of school website and social media (Twitter, Facebook and/or Instagram) to notify/share programs, activities and PFEP events.
4. Use of signage in driveways and at doors.
5. Hold a minimum of four PFEP events to allow families to learn about literacy,math and science standards and how they can increase student achievement at
home. Parents will be provided with materials (including books, manipulatives,
and school supplies) and instruction for at home academic games and activities.
6. Revitalize the PTA

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

Parent involvement is all aspects of the school will increase if parents are actively engaged and supported. By providing timely information about family events and continually informing parents, we will increase parent knowledge and engagement in the school community.

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).

N/A

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on 2021-2022 data, ELA was identified as a critical area of need. Students need support with the foundational skills of how to read and comprehension. As an area of focus, student success in ELA progress will also increase student achievement in other subject areas. As reflected on 2023 assessments,
38% of students in K through 2nd grade were proficient.

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

Based on 2022-2023 data, ELA was identified as a critical area of need. Students need support with the foundational skills of how to read and comprehension. As an area of focus, student success in ELA progress will also increase student achievement in other subject areas. As reflected on the 2022 state assessment, 32% of students in 3rd through 5th grade were proficient.

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

1. Students scoring at or above proficiency on blended learning platforms will increase by 10%.
2. Increase reading proficiency based on district assessments by 10%.
3. Increase reading proficiency based quarterly state assessments 10%.

Grades 3-5 Measurable Outcomes

1. Students scoring at or above proficiency on blended learning platforms will increase by 10%.
2. Increase reading proficiency based on district assessments by 10%.
3. Increase reading proficiency based quarterly state assessments 10%.

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.

Our school leadership team, district content specialist, and teachers will monitor and review ELA data from
blended learning platforms and district assessments. The leadership team will identify lower quartile students and students on the brink of proficiency. We will reading interventionists to work with the students
in small groups. Students will complete progress monitoring assessments while working in small groups. The team will use this data to adjust areas of focus.

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

Cannington, Ashley, canningtoa@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?

Data Driven Lesson Planning: Understanding where students are with mastery of standards, using informal
and formal data, planning clear objectives, identifying possible student misconceptions, and utilizing checks
for understanding to adjust instruction as needed.

UFLI: Use of UFLI in all K-2 classrooms daily and 3-5 classrooms for support.

Differentiation: Teachers have a diverse population of learners that includes readiness, culture, motivation,
access to technology, language and other contributing factors. Teachers will get to know their students
academically to determine proper student grouping. Effective tier II planning will maximize student learning.
Students will focus on the standards of need whether in teacher -led small group or working in a student-led
center. In addition, interventionist will utilize Corrective Reading.

Progress Monitoring: Ensuring whole group lessons, Tier II instruction, interventions, and assessments are
completed with fidelity. Checking effectiveness from student work and data.

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?

To move students academically, teachers need to be able to interact confidently with grade level standards
to plan appropriate grade level student activities and assessments. Student progress monitoring helps teachers evaluate the effectiveness of their teaching. Utilizing feedback from the instructional review and action plan will allow us to: recognize accomplishments, track actions, measure implementation impact, evaluate the plan and determine next steps. It may be used by the school alone or with the assistance of the support lead

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
It is imperative that teachers are fully equipped with the necessary tools to ensure data driven planning, differentiated instruction, progressing monitoring and instructional reviews with actionable next steps. The leadership team will maximize admin-led common planning and Early Release PD to provide teachers with the necessary support. Based on walkthrough data and teacher feedback, professional development will be tiered based on the needs of the teacher and established before the meeting.	Cannington, Ashley, canningtoa@duvalschools.org
Leadership team will facilitate individual teacher data chats to identity and monitor priority students. The team will review multiple data sets and create a plan to support students in need.	Cannington, Ashley, canningtoa@duvalschools.org
Teachers will be provided with immediate bite-size feedback from walkthroughs and/or observations facilitated by administrators, district specialists, and district leadership. This feedback will be utilized to refine instructional practices and maximize student learning.	Cannington, Ashley, canningtoa@duvalschools.org

Title I Requirements

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

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

The SIP will be disseminated via the school website, posted on Bloomz and hard copies will be available in the front office available to all.

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))

In an effort to continue building our positive school culture and environment we , will implement PBIS and
SEL. This includes: Daily use of Calm Classroom and Sanford Harmony, monthly Wellness Wednesdays teacher guided lessons, monthly PBIS team meetings to collaborate and review common area/ schoolwide
issues, and school counselor character traits lessons and/or small group lessons using restorative justice practices. Implementation of CHAMPS schoolwide in common areas and in classrooms. PFEP activities will help to increase parent involvement, and facilitate the parent resource room
with educational resources for parents and students. We will continue to use the Parent Family and Engagement Plan with quarterly family events and activities. We will continue the use of schoolwide Bloomz for parent communication and positive student engagement. Schoolwide reward incentives and activities using Bloomz points as well.

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 plans to strengthen the academic program in the school by:

1. Delivering Tier 1 standards-aligned instruction with fidelity
2. Use of Differentiated Instruction to meet the needs of all students
3. Monitor and support student learning outcomes with research-based strategies and resources

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))

N/A

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

N/A

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

N/A

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))

N/A

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: Differentiation	$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
3	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