Mt. Herman ESE Center School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Mt. Herman ESE Center

1741 FRANCIS ST, Jacksonville, FL 32209

http://www.duvalschools.org/mhesc

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 an environmennt that will maximize the potential of our students by providing challenging, realistic and functional goals in the areas of:

Academic Growth
Communication
Independent Functioning
Social Skills

We strive to cultivate awareness and acceptance and provide a smooth transition into society that will improve the quality of life for students and their families.

Provide the school's vision statement.

"Learning to Live Life and Live it Abundantly"

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
Williams, Moses	Principal	The Principal of MHESC holds a leadership role responsible for overseeing all aspects of the school's operations, with a focus on providing specialized education and support for students with exceptional needs. The duties of a Principal at MHESC can vary based on the specific needs of the students. However, some common job duties include: Educational Leadership: Setting the vision and goals for the Exceptional Student Center in alignment with district and state educational standards and policies.Leading and motivating the center's staff to create a positive, inclusive, and effective learning environment. Program Development and Implementation: Collaborating with teachers and special education staff to design and implement specialized educational programs that meet the diverse needs of students with exceptional needs. Developing and overseeing the implementation of individualized education plans (IEPs) for students with disabilities. Student Support and Discipline: Monitoring student behavior and implementing effective strategies for behavior management and intervention. Ensuring that disciplinary actions are fair, consistent, and tailored to the unique needs of students with exceptional needs. Curriculum Oversight: Ensuring that curriculum and instruction are adapted and modified to address the unique learning styles and abilities of students with exceptional needs. Monitoring curriculum alignment with state standards and exceptional education guidelines. Staff Management and Professional Development: Hiring, supervising, and evaluating teachers, support staff, and administrators within MHESC. Providing ongoing professional development opportunities for staff to enhance their skills in supporting students with exceptional needs. Collaboration and Communication: Establishing strong communication channels with parents, guardians, and caregivers to keep them informed about student progress, programs, and events. Collaborating with district leadership, special education directors, and related service providers to ensure the center's success. Data Analysis and Decision-Making: Collecting and analyzing student performance data to make informed decisions about instructional strategies, interventions, and improvements to the program. Using data to track student progress and determine the effectiveness of instructional approaches. Resource Management: Managing the center's budget, including allocating resources for staffing, instructional materials, technology, and other necessities.

Name	Position Title	Job Duties and Responsibilities
		Identifying and securing external funding and grants to support the center's programs and initiatives. Policy and Compliance: Ensuring that the center operates in compliance with federal, state, and district policies and regulations related to special education and exceptional student services. Crisis Management and Safety: Developing and implementing emergency response plans that consider the unique needs of students with exceptional needs.Ensuring that safety protocols and procedures are in place to protect the well-being of students and staff. Advocacy and Community Engagement: Advocating for the needs of students with exceptional needs within the school, district, and broader community.Engaging parents, community members, and stakeholders to build support for the school's mission. In summary, the Principal of Mt. Herman ESC plays a pivotal role in creating a nurturing, supportive, and inclusive educational environment that empowers students with exceptional needs to achieve their fullest potential.
Johnson, Delores	Assistant Principal	MHESC AP plays a crucial role in supporting the educational and administrative functions of our school;, which is designed to provide specialized services and support to students with exceptional needs. The specific duties of the AP can vary based on the specific needs of the students. However, job duties include: Student Support and Behavior Management: Collaborating with teachers and staff to develop and implement individualized education plans (IEPs) for students with exceptional needs. Monitoring and addressing student behavior, including implementing positive behavior intervention strategies and disciplinary actions when necessary. Curriculum and Instruction: Collaborating with teachers to adapt and modify curriculum to meet the diverse learning needs of students. Providing instructional support and professional development to teachers on effective strategies for teaching students with exceptional needs.Ensuring that the curriculum aligns with state standards and guidelines for exceptional education. Data Collection and Analysis: Collecting and analyzing student performance data to assess progress and identify areas for improvement. Using data to make informed decisions about instructional strategies and interventions for individual students and the student body as a whole. Parent and Community Engagement:

Name	Position Title	Job Duties and Responsibilities
		Communicating with parents and guardians about student progress, behavior, and any concerns. Organizing and participating in meetings, workshops, and events to engage parents, caregivers, and the community in supporting students with exceptional needs. Special Education Services: Collaborating with special education staff, therapists, and related service providers to ensure that students receive appropriate and individualized support services. Participating in the evaluation and identification process for students who may require exceptional education services. Staff Supervision and Evaluation: Assisting in the recruitment, selection, and evaluation of teachers and staff working in the Exceptional Student Center.Providing feedback, guidance, and support to teachers and staff to ensure high-quality instruction and services. Administrative Tasks: Assisting the principal in administrative tasks, such as scheduling, budgeting, and resource allocation. Collaborating with the principal and district leadership on policies, procedures, and initiatives related to exceptional education. Professional Development: Engaging in continuous professional development to stay current with best practices, research, and trends in exceptional education. Crisis Management: Participating in crisis management and emergency response plans, particularly tailored to the unique needs of students with exceptional needs. Overall, the AP at MHESC plays a vital role in creating a supportive and inclusive educational environment where students with exceptional needs can thrive academically, socially, and emotionally.

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.

SAC was used to meet requirement as well as additional community and parent meetings through out the summer.

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))

SIP will me monitored informally through walkthroughs and feedback and formally in 3 phase in accordance with datafolio collection periods.

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)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	76%
2022-23 Economically Disadvantaged (FRL) Rate	72%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
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)
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: UNSATISFACTORY 2018-19: UNSATISFACTORY 2017-18: I
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 School	District	State	2022 School	District	State	2021 School	District	State
ELA Achievement*		45	53		47	55	8		
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		46	55		40	42	17		
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		45	52		45	54			
Social Studies Achievement*		62	68		50	59			
Middle School Acceleration		73	70		45	51			
Graduation Rate		72	74	90	41	50	80		
College and Career Acceleration		54	53		65	70			
ELP Progress		47	55		68	70			

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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	90

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	90
Total Components for the Federal Index	1
Percent Tested	
Graduation Rate	90

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				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

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	90			
ELL				
AMI				
ASN				
BLK				
HSP				

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%
MUL				
PAC				
WHT				
FRL				

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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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										90		
SWD										90		
ELL												
AMI												
ASN												

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
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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	8			17						80		
SWD	8			17								
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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.

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.

MHESC made gains across all content areas. Providing appropriate LOA has afforded students the opportunity to demonstrate understanding of concepts.

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

MHESC made gains across all content areas. Providing appropriate LOA has afforded students the opportunity to demonstrate understanding of concepts.

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.

State averages NA as the total school population is PLA.

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

MHESC made gains across all content areas. Providing appropriate LOA has afforded students the opportunity to demonstrate understanding of concepts.

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

A potential area of concern is attendance. Our students are medically fragile and often have extended hospital visits.

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

The highest priority of the school is communication skills, independent functioning, social skills, and academic growth through literary engagement.

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 Collaborative Planning

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.

Mt. Herman has shown improvements of collaborative lesson planning. Evidence of this increase is shown in CAST teacher ratings domain 1 as well as improved lesson plans. These plans will address standards, appropriate student activities, and differentiated instruction for students.

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

75% of MHESC grade level groups will show evidence of collaborative lesson planning. Evidence of this increase is shown in CAST teacher ratings domain 1 as well as improved lesson plans. These plans will address standards, appropriate student activities, and differentiated instruction for students.

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

Classroom walkthroughs and Administrative lead PLCs

Person responsible for monitoring outcome:

Moses Williams (williamsm4@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.)

PLCs

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

Teachers and classroom staff need to collaborate on classroom instruction to ensure all standards are being addressed. This will lead to improved learning gains for all students.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1. Provide time for faculty and staff time to plan for areas of responsibility
2. Monitor use of time
3. Hire Part-time staff to support teacher and implementation of instructional lessons
4. Hire Parent Liasion to support parents in reinforcing learning and engaging in learning community
5. Purchase assistive technology help students access to learning

Person Responsible: Moses Williams (williamsm4@duvalschools.org)

By When: 4th quarter of 2024 School Year

#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.

Parent Engagement

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

Increase parent participation in academic environment by 10%

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

Sign in sheets and surveys

Person responsible for monitoring outcome:

Delores Johnson (johnsond4@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.)

Mt Herman will continue to promote parent participation in SAC and Parent meeting/trainings collaboration and a positive work environment.

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

Parent engagement is essential to support the needs of our student. Our parents are trained on topics such as child development, guardianship, literacy etc..

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

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

Mt. Herman ESC is an ESE School that uses measure other than FAST. all of our students have moderate to severe cognitive disabilities. Our students have individualized growth measures that may not equate to proficiency levels on the FAST however a greater emphasis has been placed on training to increase student levels of engagement with literacy.

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

Mt. Herman ESC is an ESE School that uses measure other than FAST. all of our students have moderate to severe cognitive disabilities. Our students have individualized growth measures that may not equate to proficiency levels on the FAST however a greater emphasis has been placed on training to increase student levels of engagement with literacy.

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

Students will demonstrate incremental growth as outlined in their IEP. Students will demonstrate growth with the appropriate level of assistance by the third collection period of the datafolio assessment.

Grades 3-5 Measurable Outcomes

Students will demonstrate incremental growth as outlined in their IEP. Students will demonstrate growth with the appropriate level of assistance by the third collection period of the datafolio assessment.

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.

Student growth will be monitored through first and second data collection period as well as grade reporting periods. teacher observation, administrative walks, and student products will be used as monitoring tools.

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

Williams, Moses, williamsm4@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?

PLC to focus on aligned instruction and assessments to promote student engagement with literacy.

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?

Teachers need continuous support in creating activities that will provide students access to curriculum at their appropriate level.

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
Collaboration in PLC to create lessons that infuse literacy and create datafolio aligned assessments.	Williams, Moses, williamsm4@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.

SIP disseminated through SAC, Parent Liaison, and Website.

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))

MHESC has a parent liaison who coordinates meetings, trainings, and events with parents, partners, and staff members.

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))

MHESC is working to increase teacher efficacy and student opportunity to make choices and communicate effectively.

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))

NA