Englewood Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Englewood Elementary School

4359 SPRING PARK RD, Jacksonville, FL 32207

http://www.duvalschools.org/englewood

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 Statement:
Englewood Elementary in collaboration with all community stakeholders will provide students with the proper tools, skills, and experiences that support academic achievement and create opportunities for participation in a global community.

Provide the school's vision statement.

Our Vision Statement:
Our students will be prepared academically, socially, and emotionally for the expectations of middle school and be productive participants in their communities and beyond.

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
Teper, Hope	Principal	The principal will serve as an instructional leader of the school. The role of the principal consists of collaborating with State, District and School-based leadership team to plan and develop and implement high quality benchmark based instruction, effective instructional practices which support student achievement. The principal will also maintain an environment that is safe, supportive, and inviting for all stakeholders. Ms.Teper will implement a positive learning environment through positive intervention supports and the use of preventive strategies. The social, emotional, and educational needs of all students will be supported by Ms. Teper. Ms. Teper is involved in the professional development of the staff and faculty. The principal will facilitate the professional development of the faculty and staff. Assessment data will be used to target the professional development needs of the instructional staff. Also, Ms. Teper will ensure the instructional strategies align with the needs of the students based on various data points. The principal will serve as a liaison between the school, staff, and community. Ms. Teper will develop and encourage positive community relationships with all stakeholders. Ms. Teper will engage with both business and faith-based partners. The principal will focus on maintaining and strengthening the School Advisory Council. Ms. Teper will communicate with parents regarding school-based programs, data, parental involvement activities, and student/ school success, and areas of needed improvement. She will continue to communicate the school performance and engage in dialogue to determine the causes for low performance and lead the implementation of appropriate strategies for school improvement.
Domingo, Angela	Assistant Principal	The role of the assistant principal is to support the principal in implementing high-quality standards-based instruction through collaboration, planning, progress monitoring, and professional development. The assistant principal will provide support by facilitating common planning sessions and modeling effective best classroom instructional delivery practices. Additionally, the assistant principal will provide discipline support, implement positive behavior supports and analyze school data. The assistant principal will plan, monitor and maintain the school's Parent and Family Engagement Plan. She will ensure the PFEP funds are allocated for parent sessions that will support their understanding of academic programs that support the learning of his/her student. In addition, the assistant principal will complete weekly walks/informal observations and give timely feedback to teachers. She will evaluate faculty and staff members throughout the year providing timely and direct feedback that will support student understanding of the new benchmarks. The feedback she provides will be specific and meaningful. She will conduct data chats with parents, faculty, and students.

Name	Position Title	Job Duties and Responsibilities
Reshard, Charanda	School Counselor	The role of the school counselor is to provide a caring and welcoming environment that promotes positive behavior, social and emotional strategies, and interventions as well as support student academic learning, and provide resources for students and families. The school counselor will assist teachers with the response to the intervention by providing teachers with professional development opportunities to increase their knowledge of effective interventions and available resources. In addition, the school counselor will oversee the MTSS meetings acting as the LEA, review and monitor student cumulative records to include Red folders and IEPs. The school counselor will lead attendance intervention team meetings and collaborate with district support staff as needed.
Goodman, Melissa	Other	The role of the Math Coach is to promote common planning through collaboration with teachers. She will ensure standards-based instruction is planned by consistently meeting with and supporting teachers. The math coach will provide professional development opportunities for teachers based on the needs of the grade level and/or the school. She will use various data points and results to determine the next steps to help increase teacher capacity in the area of mathematics. The math coach will help plan aligned tasks and assessments that will give students academic learning experiences that align to mathematics grade-level specific standards. The math coach will promote a positive learning environment by leading the school's math committee. Math family nights will be planned by the math coach and the coach will ensure activities are designed to support parents. In addition, she will review blended learning data and monthly math celebrations will be planned and implemented to celebrate student learning and love for math.
Hughes, Rodina	Other	The role of the Reading Coach is to promote common planning through collaboration with teachers. She will ensure standards-based instruction is planned by consistently meeting with and supporting teachers. The reading coach will provide professional development opportunities for teachers based on the needs of the grade level and/or the school. She will use various data points and results to determine the next steps to help increase teacher capacity in the area of reading. The reading coach will help plan aligned tasks and assessments that will give students academic learning experiences that align to reading grade-level specific benchmarks. The reading coach will promote a positive learning environment by leading the school's Literacy committee. Literacy family nights will be planned by the reading coach and the coach will ensure activities are designed to support parents. In addition, she will review blended learning data and monthly reading celebrations will be planned and implemented to celebrate student learning and love for reading.

Name	Position Title	Job Duties and Responsibilities
Navarro-Perez, Michelle	Other	The role of the Reading Interventionist is to promote reading proficiency through small group instruction with students. The Reading Interventionist will also assist in common planning through collaboration with teachers. She will ensure standards-based instruction is planned by consistently meeting with and supporting teachers. The reading interventionist will provide professional development opportunities for teachers based on the needs of the grade level and/or the school. She will use various data points and results to determine the next steps to help increase student growth/proficiency and teacher capacity in the area of reading. The reading interventionist will help plan aligned tasks and assessments that will give students academic learning experiences that align to reading grade-level specific benchmarks. The reading interventionist will promote a positive learning environment by leading the school's Literacy committee with the reading coach. Literacy family nights will be planned by the reading coach and reading interventionist. The reading interventionist and the coach will ensure activities are designed to support parents. In addition, she will review blended learning data and monthly reading celebrations will be planned and implemented to celebrate student learning and love for reading.

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.

As a school we incorporate students, parents, community stakeholders, teachers and administrators by completing the following:
The school uses the 5 Essential Data from teachers, parents and student to help drive our school improvement plan goals. Through our SAC/Title 1 meetings, where our teachers, parents, and community stakeholders meet, to address our SIP goals and how we are reaching these goals monthly. This year we will be implementing a parent/student survey mid year to gain stakeholder input based on the first half of the school year.

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))

Teachers will meet monthly as a grade level to discuss areas of growth and concern for the SIP goals. Grade level chairs then bring concerns or ideas to a monthly grade level chair meeting with the Admin team. Through the use of our Title 1 Parent/Community Stakeholder Survey, we are able to track our growth when meeting certain SIP goals. School Data for all subgroups will be monitored as appropriate based on testing schedules to ensure that our common planning and 4 step plan goals are being implemented effectively. Admin will also be conducting benchmark based weekly walkthroughs to provide immediate next steps and feedback for teachers on benchmark instruction, which help guide our

Common planning focus with teachers. Through the implementation of Admin-Teacher Data chats, we will ensure that teachers are using data to reach all subgroups and help drive their small group instruction. The Instructional Leadership Team will meet to review and monitor SIP goals and 4 step data groups.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	84%
2022-23 Economically Disadvantaged (FRL) Rate	94%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: B
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	29	26	24	23	18	31	0	0	0	151
One or more suspensions	0	2	2	1	0	2	0	0	0	7
Course failure in English Language Arts (ELA)	0	0	0	1	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	35	27	39	0	0	0	101
Level 1 on statewide Math assessment	0	0	0	28	18	25	0	0	0	71
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	35	27	39	0	0	0	101

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	57	46	47	65	48	65	0	0	0	328

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	1	0	0	0	0	0	1
Students retained two or more times	0	0	1	2	1	0	0	0	0	4

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	1	28	20	34	24	28	0	0	0	135
One or more suspensions	0	0	0	2	1	3	0	0	0	6
Course failure in ELA	1	0	1	0	1	0	0	0	0	3
Course failure in Math	1	0	0	0	1	2	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	2	20	32	0	0	0	54
Level 1 on statewide Math assessment	0	0	0	2	23	19	0	0	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	13	41	51	0	0	0	0	0	106

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	1	13	37	48	17	21	0	0	0	137

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	2	1	1	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	1	28	20	34	24	28	0	0	0	135
One or more suspensions	0	0	0	2	1	3	0	0	0	6
Course failure in ELA	1	0	1	0	1	0	0	0	0	3
Course failure in Math	1	0	0	0	1	2	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	2	20	32	0	0	0	54
Level 1 on statewide Math assessment	0	0	0	2	23	19	0	0	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	13	41	51	0	0	0	0	0	106

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	1	13	37	48	17	21	0	0	0	137

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	2	1	1	0	0	0	6
Students retained two or more times	0	0	1	0	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*	34	48	53	26	50	56	28		
ELA Learning Gains				36			48		
ELA Lowest 25th Percentile				34			47		
Math Achievement*	58	58	59	47	48	50	43		
Math Learning Gains				61			66		
Math Lowest 25th Percentile				48			73		
Science Achievement*	25	52	54	28	59	59	34		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress	53	54	59	54			52		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	213
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	42

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	334
Total Components for the Federal Index	8
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	22	Yes	4	1
ELL	33	Yes	2	
AMI				
ASN	63			
BLK	38	Yes	1	
HSP	31	Yes	2	1
MUL				
PAC				
WHT	59			
FRL	42			

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	32	Yes	3	
ELL	35	Yes	1	
AMI				
ASN	47			
BLK	42			
HSP	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%
MUL				
PAC				
WHT	64			
FRL	46			

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	34			58			25					53
SWD	15			30			27				4	
ELL	22			48			15				5	53
AMI												
ASN	53			78			55				5	69
BLK	31			56			21				4	
HSP	24			43			11				5	50
MUL												
PAC												
WHT	47			82			45				4	
FRL	32			58			30				5	54

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	26	36	34	47	61	48	28					54
SWD	17	31	15	29	58	58	16					
ELL	13	30	31	38	56	47	13					54
AMI												
ASN	38	33		65	68		38					38

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	26	39		47	71		29					
HSP	13	29	28	35	50	43	18					57
MUL												
PAC												
WHT	53	67		67	86		46					
FRL	29	41	40	48	65	58	33					53

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	28	48	47	43	66	73	34					52
SWD	6	59		26	65		12					40
ELL	19	49	43	41	78	71	34					52
AMI												
ASN	62			69								63
BLK	25	30		30	30		33					
HSP	14	46	45	39	79	77	17					49
MUL												
PAC												
WHT	42			58								
FRL	30	51		43	61		33					50

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	27%	47%	-20%	54%	-27%
04	2023 - Spring	38%	50%	-12%	58%	-20%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	37%	46%	-9%	50%	-13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	54%	59%	-5%	59%	-5%
04	2023 - Spring	57%	58%	-1%	61%	-4%
05	2023 - Spring	47%	52%	-5%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	23%	48%	-25%	51%	-28%

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.

Our data from 22-23 showed that Science for 5th grade scored the lowest. Our ELL students struggled with the reading comprehension and the Science academic vocabulary. Attendance played a role, as our students have a high attendance absentee rate. We also feel that testing stamina and test taking strategies played a role in the decline of proficiency.

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

Our data from 22-23 showed that Science for 5th grade scored the lowest. Our ELL students struggled with the reading comprehension and the Science academic vocabulary. Attendance played a role, as our students have a high attendance absentee rate. We also feel that testing stamina and test taking strategies played a role in the decline of proficiency. 1/30 (3%) scored a proficient score on the Science Assessment. 2/10 (20%) ESE students scored a proficient score on the Science Assessment.

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 two areas that showed the greatest gap when compared to the State average is:
1. 3rd, 4th, and 5th Reading- the data showed 3rd a 16% gap, 4th is 35%, 5th grade is 33%.
2. 5th grade Science showed a 24% gap when compared to the state.

Factors that contributed to this data are lack of foundational skills being addressed in Kinder through 2nd grade. Our students also struggle with content academic language and vocabulary. Science is also not taught with fidelity in Kinder through 4th grade. When taught, Science is also not engaging, hands on lessons, which is what our students need. Students also struggle with lack of test taking strategies in all subjects.

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

Our Math data showed the most improvement. Our teachers were more intentional when planning and implementing small group instruction to address deficiencies. As a school we also implemented and monitored our 4 Step Plan where we target students who receive interventions. Math also had a Math Coach to implement and guide Common Planning with our Math Teachers where they planned on ways to differentiate CORE and small groups, both including tier 1 supports. We were also able to provide a fulltime Math Interventionist who pulled students for extra small group instruction.

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

Based on our EWS data our two areas of concern are: Attendance and ELL students.

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

1. Reading
2. Science
3. Math
4. Attendance
5. Parent/Stakeholder Involvement

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

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

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

Based on our 22-23 data, our area of focus with Reading, Math and Science is to continue to plan and implement benchmark aligned instruction that is differentiated and meets the needs of all students. By purchasing a reading Interventionist, we will be able to provide small groups instruction to students, and support our teachers with their own content knowledge and lesson implementation.

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

Walkthrough data will increase to 60% at mid- year and 80% at EOY in the area of instructional delivery as well as student learning with benchmark aligned instruction. FAST data will reflect an increase to 44% in Reading, 65% in Math, 35% in Science.

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

School Leadership will monitor common planning agendas and provide lesson feedback to teachers. School interventionists will be present in common planning to provide developmental support of explicit and intentional instruction to ensure instruction is aligned and differentiated. School Admin will walk classrooms in all grade levels weekly to monitor the delivery of instruction and transfer from common planning. Leadership team will meet biweekly to review trends and make adjustments as needed. Admin will meet weekly to review trends and adjustments to share with the leadership team. Student data will be pulled and discussed regularly with our Interventionists to plan accordingly for their small groups.

Person responsible for monitoring outcome:
Hope Teper (smithh1@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 be doing weekly common planning with teachers focusing on benchmark aligned and differentiated instruction.

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

Our data shows that are students are performing below grade level and we need to provide support when planning for aligned/differentiated instruction.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Coaching Cycles with Tier 3 teachers focusing on benchmark aligned instruction and differentiated instruction in CORE and small group.

Person Responsible: Hope Teper (smithh1@duvalschools.org)

By When: All identified Tier 3 teachers will have a completed Coaching Cycle by then of the 1st semester.

Reading and Math Interventionists and Admin will facilitate weekly common planning with classroom teachers and provide support on how to develop and implement benchmark aligned instruction and differentiated instruction. Readnig Interventionist wlll be funded with UniSIG.

Person Responsible: Rodina Hughes (hughesr@duvalschools.org)

By When: Walkthrough data will increase to 60% at mid- year and 80% by May 3, 2024 in the area of instructional delivery as well as student learning with benchmark aligned instruction.

School Admin will walk classrooms in all grade levels weekly to monitor the delivery of instruction and transfer from common planning. School admin will meet weekly to discuss and review trends and identify next steps as needed.

Person Responsible: Hope Teper (smithh1@duvalschools.org)

By When: Walkthrough data will increase to 60% at mid- year and 80% at by May 3, 2024 in the area of instructional delivery as well as student learning with benchmark aligned instruction

A full time Media Specialist will be needed, and paid for by Title 1, to allow common planning to be implemented, on a weekly basis, with all teachers.

Person Responsible: Angela Domingo (sdomingo@jacksonvilleclassical.org)

By When: Walkthrough data will increase to 60% at mid- year and 80% at by May 3, 2024 in the area of instructional delivery as well as student learning with benchmark aligned instruction

Leadership Team will attend the BSI Conference in Summer 2024 for School Improvement professional development

Person Responsible: Hope Teper (smithh1@duvalschools.org)

By When: June 2024

Supplemental Gr2 Teacher will be funded with UniSIG to co-teach in classrooms with a large ELL cohort

Person Responsible: Hope Teper (smithh1@duvalschools.org)

By When: May 27,2024

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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 our 22-23 data, our area of focus with Reading, Math and Science is to continue to plan and implement benchmark aligned instruction that is differentiated and meets the needs for our ELL, SWD and Hispanic student subgroups. By purchasing a reading Interventionist, we will be able to provide small groups instruction to students who are in our ESSA subgroups, and support our teachers with their own content knowledge and lesson implementation.

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

Instructional Interventionists and supplemental teacher will administer pre and post STAR assessments to identified students in their small group. 75% of identified push students will meet the STAR goal of 40%. 60% of identified LPQ students will meet the STAR goal of 40%.

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

School admin, interventionist and our supplemental teacher will monitor student data from small group instruction.

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.)

Interventionist and supplemental teacher will be pulling identified students for small group instruction.

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

Our data shows that our ELL, SWD and Hispanic students are performing below grade level and need small group instruction.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Reading Interventionists and 2nd grade supplemental teacher will pull identified groups of students based on FAST Data and subgroup data. They will meet with their groups at least 3 times a week. They will use supplemental materials (i.e. Hand to Mind Kits), which are paid for by Title 1 funds. UniSIG funds will pay for a reading interventionist and the 2nd grade supplemental teacher to provide reading instruction. Teachers and Interventionist will be using the materials purchased with our UniSIG funds to help decrease subject deficiencies.

Person Responsible: Michelle Navarro-Perez (navarropm@duvalschools.org)

By When: By the EOY students will take pre/post STAR assessments 75% of push students will meet STAR goal of 40%. 60% of LPQ students will meet STAR goal of 40%.

Science materials were purchased for small group instruction will be purchased through Title 1 and UniSIG funds. These include Science center kits and STEM kits.

Person Responsible: Hope Teper (smithh1@duvalschools.org)

By When: By May 27, 2024, 27% of our ELL, SWD, and Hispanic students will score a proficient score on the NGSSS.

Office supplies will be purchased to create Anchor Charts and tier 1 supports to support our whole group/small group instruction.

Person Responsible: Hope Teper (smithh1@duvalschools.org)

By When: May 3, 2024

Book pouches were purchased to assist with a take home reading program. K-2 students will be given 1-2 books to read at home each night with their family.

Person Responsible: Hope Teper (smithh1@duvalschools.org)

By When: May 3, 2024

Connecting Math Resource kits will be purchased with UniSIG funds to use with small group instruction in primary grade levels

Person Responsible: Hope Teper (smithh1@duvalschools.org)

By When: May 3, 2024

#3. Positive Culture and Environment specifically relating to Early Warning System

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

Based on the EWS, 75% of our students have 2 or more indicators. 94% of our students fall into economically disadvantaged. These barriers contribute to a lack of parent involvement and excessive student absences.

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

Increase parent involvement from 33% to 45% on the 5 Essential data.
Increase parent involvement in completing information surveys from 10% to 30%.
By the May 27, 2024, the number of students with excessive absenteeism will decrease from 34% to 20%.

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

1. Weekly AIT meetings.
2. PBIS criteria for attendance
3. Parent attendance at Title 1 Parent events.

Person responsible for monitoring outcome:

Hope Teper (smithh1@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.)

Through our PBIS plan we will be increasing school communication to increase parent involvement.

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

Our data shows that on the EWS, 75% of our students have 2 or more indicators. 94% of our students fall into economically disadvantaged.

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.

Create engaging Title 1 Parent Nights that have an instructional focus. Teahers will use office supplies purchased with UniSIG funds o create engaging and benchmark based anchor charts, lessons and assessments for student learning and growth. In order to provide parents with resources to help their children at home, we need to be able to purchase and buy those materials. These materials will allow there to be a continuation of content from to school to our students homes.

Person Responsible: Angela Domingo (sdomingo@jacksonvilleclassical.org)

By When: By the May 27, 2024 we will have host 8 Title 1 Parent Nights.

Weekly AIT meetings for excessive student absences. Based on the student attendance data, students will be rewarded through our school-wide PBIS plan. Attendance program information will be purchased with Title 1 and UniSIG funds. PBIS materials will be funded through UniSIG.

Person Responsible: Charanda Reshard (reshardc@duvalschools.org)

By When: By May 27, 2024, the number of students with excessive absenteeism will decrease from 34% to 20%.

To increase parent involvement, teachers and admin will utilize BLOOMZ on a daily basis.

Person Responsible: Hope Teper (smithh1@duvalschools.org)

By When: By May 27, 2024 increase parent involvement in completing information surveys from 10% to 30%.

To meet the EWS indicators for students, teachers will implement Zones of Regulation to help students regulate their behavior to decrease subsequent student absences. Title 1 will paying for Zones of Regulation classroom materials.

Person Responsible: Charanda Reshard (reshardc@duvalschools.org)

By When: By May 27, 2024, the number of students with excessive absenteeism will decrease from 34% to 20%.

Students will participate in the ROAR Positive Behavior Enrichment Program, Red Ribbon Week, Student of the Month and Jags Honor Row Programs to help build a positive school culture.

Person Responsible: Angela Domingo (sdomingo@jacksonvilleclassical.org)

By When: May 27, 2024

Provide engaging educational field trips that have an instructional focus. This will include Challenge Island and the Space Dome.

Person Responsible: Angela Domingo (sdomingo@jacksonvilleclassical.org)

By When: May 27, 2024

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).

Duval County Public Schools has a tiered system of support to align interventions for CSI, TSI and ATSI schools. The first tier of support begins with the Superintendent's cabinet of executive leaders who represent all district departments (Human Resources, Academic Services, Division of Schools, Operations, Finance, Technology, etc.). At a minimum, this team meets on a weekly basis to develop, monitor, and implement the district's strategic plan initiatives. The next level of the tier branches out with the Chief of Schools who oversees the district's Division of Schools. Schools are divided by region (Elementary, Middle, High, and Turnaround/Fragile (ISI Region). Each region has a Regional Superintendent, Executive Directors, and Content Area Specialists who work to ensure that the support is aligned and implemented.

Ensuring adequate funding, resources, and support is available to CSI, TSI and ATSI schools is a driver for district-wide collaboration. To accomplish this, the Division of Schools works with multiple district departments to further tier support for CSI, TSI and ATSI schools.

This support includes but is not limited to the following:
1. Academic Services provides curriculum support and additional content specialists for schools. Academic Services also oversees our district professional development department and coordinates professional development for instructional and non-instructional personnel.
2. Title I – Coordinates the use of funds to best support the barriers that research has shown negatively impacts disadvantaged students. In addition, Title I provides professional development to teachers to improve their pedagogy.
3. The Division of Schools conducts school visits that include instructional reviews and instructional walks. These visits occur on a weekly basis and serve as an opportunity to observe instructional delivery, student learning, and provide feedback to school staff.
4. Finance – Finance provides the funds to provide resources and the personnel needed to address individual school needs.
5. Human Resources – Human Resources works to recruit quality personnel for our most needy schools. This includes a dedicated staffing team to our Turnaround School Region (ISI), priority hiring, and monitoring teacher VAM rating percentage by school. They also work with unions to collective bargain memorandums of understanding that provide for incentives, professional development, and additional strategies to address school needs.

Though the above examples are not comprehensive of all support provided to School Improvement schools, they do provide a snapshot of the layers of support that are available and used to improve student outcomes. Through this layered approach, the district's team along with each school's academic leadership team, teachers, staff, parents, and other stakeholders collaborate on methods of improvement and monitor implementation on a continuous basis.

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

Englewood Elementary kinder through 2nd grade students need a reinforcement of foundational reading skills. Most of our students do not attend PreK and start their educational career behind. Englewood Elementary will implement the district's instructional framework for ELA instruction which includes phonological awareness, phonics, fluency, vocabulary, and comprehension. Oral language is infused throughout the ELA block, with intervention available for students in K-2 who demonstrate a language deficiency. Englewood's assessment strategy includes screening,

progress monitoring, and summative assessments, with diagnosis tools available when additional information is needed.

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

At Englewood Elementary 37% of students in grades third through fifth demonstrated proficiency on the standardized ELA assessment. Therefore, ELA was identified as a critical need area. Students in grades third through fifth need additional supports with foundational reading skills and comprehension. ELA teachers will be attending additional professional development sessions that include the science of reading content. The science of reading is incorporated into other professional development sessions whenever we are addressing reading instruction. We will schedule common planning times to meet weekly with teachers to provide embedded professional learning through Professional Learning Community (PLC) structures. During these weekly meetings, teacher teams discuss standards, review student work and data, and plan upcoming instruction, providing relevant and differentiated professional learning for each team. Progress monitoring data identifies teachers in need of additional support, which can be provided by the site-based literacy coach or administrator, a district specialist, or through participation in school-level or district trainings.

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

Goals: Increase the number of K-2 students scoring at grade level or above as follows:
Kg: Increase student ELA proficiency from 24% to 35%.
1st Grade: Increase ELA proficiency from 32% to 45%.
2nd Grade: Increase ELA proficiency from 27% to 35%

Grades 3-5 Measurable Outcomes

Goals: Increase the number of 3-5 students scoring at grade level or above as follows:
3rd: Increase student ELA proficiency by 5% points.
4th Grade: Increase ELA proficiency by 5% points.
5th Grade: Increase ELA proficiency from 8% points.

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.

Progress monitoring will occur weekly through classroom walkthroughs to ensure the program is being implemented. The classroom walkthroughs will be captured using the BWT tool.
Data chats will occur on the 4th week of instruction with teachers individually to determine if students are

progressing.

After each of the following new data sets, student data will be analyzed to determine if students are demonstrating improvement: Dibbles, District level assessments, PMA1, PMA2, PMA3 will be used to track student growth.

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

Teper, Hope, smithh1@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?

The implementation of UFLI will be used as an intervention to support all students in grades kindergarten through second grade with foundational skills specifically focusing on phonics and phonemic awareness. Students will receive 30 minutes of UFLI instruction 5 days a week. The UFLI program aligns with the District's K-12 Comprehensive Evidence-based reading plan as well as aligned to the B.E.S.T. ELA standards.

The implementation of UFLI will be used as an intervention to support some students in grades third through fifth who demonstrate a need in phonics and phonemic awareness. Students will receive 45 minutes of UFLI instruction 5 days a week. Students that demonstrate a need in vocabulary and comprehension support will receive 45 minutes of literacy intervention 5 days a week.

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?

UFLI is a research-based intervention program designed to support reading deficiencies in the areas of phonics and phonemic awareness. The UFLI program addresses the needs of the students as the students are demonstrating a need in the foundational skills of reading.

Small Group/Differentiated Instruction: Small group instruction is the key to data-driven results and is the gateway to meeting the needs of all learners.

Progress Monitoring: Student progress monitoring helps teachers evaluate how effective their instruction is, either for individual students or for the entire class.

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
1. Leverage the Master Schedule to create a 30 minute block of time to allow for daily intervention of UFLI in grades Kindergarten-2nd. Leverage the Master Schedule to create a 45 minute block of time to allow for daily intervention of UFLI in grades 3rd-5th. 2. Ensure all KG-2nd grade teachers, VE teacher, 3rd grade ELA teacher and ELA interventionist receive training on the UFLI Program. 3. Ensure teachers are equipped and comfortable with all five elements of reading. Teachers will attend district provided Professional Development monthly in cohort groups. 4.Early Release Day Professional Development opportunities will be provided to teachers specifically in literacy for 60 minutes, one time a month. 5. PLCs will be provided weekly for 50 minutes for all teachers. Leadership will support teachers with planning Tier II instruction and centers plans in addition to leading professional development of instructional methods based on observational data and teacher feedback. 6. Collaborate with the District ELA UFLI Specialist for PD and support for all teachers who deliver UFLI instruction. Meet and plan with the specialist quarterly. 7. Conduct classroom walkthroughs using the UFLI Administration Quality Observation Form 2 times per week. 8. The Literacy Leadership Team meets monthly to analyze school literacy data and determine areas of improvement, needs and next steps.	Teper, Hope, smithh1@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 school will disseminate the SIP, UniSIG budget and SWP through the use of BLOOMZ, our school website, our monthly school newsletters, the school marquee, SAC meetings and Parent Title 1 Nights.

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))

We provide parents with information through various opportunities that include but are not limited to the following: Open House, Annual Title 1 Meeting, SAC Monthly Meetings, PTA Meetings, Monthly Title 1 Event Evaluation/Feedback Forms, Title 1 Developmental Meeting and Surveys. In addition, we utilize social media and monthly newsletters to keep families informed. Furthermore, we have designated a bulletin board in the front office which contains information regarding Title 1 events, available programs, resources, community partners, etc. We will also use the website BLOOMZ to increase parent/teacher communication. This site allows translation for ELL families.

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))

Based on our current data and parent input, we will continue to target Reading and Science when developing our monthly Title 1 event schedule. In addition, we will add 2 new events: The PBIS night (Positive Behavior Intervention and Supports) and Data/Assessment. Furthermore, we will continue to have a PBIS committee and/or title 1 committee member available at each event to assist with communication/technology as well as check out and model resources from our Family Resource Center. Our student population continues to grow substantially in our ESOL subgroup, specifically Spanish speaking families. During the events, plan to use work with our ESOL paras and faith base partners to secure individual translators to assist parents who speak another language.

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))

Englewood Elementary School is implementing the supplemental Title I, Part A grant project. The activities in the Title I Schoolwide and Parent and Family Engagement plan were derived based on a Comprehensive Needs Assessment Process involving internal and external stakeholders. The Title I Schoolwide and Parent and Family Engagement Budgets include activities reflecting the use of funds

and a rationale for each activity. Email title1@duvalschools.org for the school's Title I Schoolwide budget or Parent and Family Engagement plan and budget.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				$158,353.26
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0871 - Englewood Elementary School	UniSIG	1.0	$52,000.00
			Notes: Supplemental Second Grade Teacher Salary (Samantha Johns). By having a supplemental teacher, this allows our staff to implement small group instruction with all students to decrease their reading deficiencies.			
	5100	120	0871 - Englewood Elementary School	UniSIG	1.0	$20,196.80
			Notes: Supplemental Second Grade Teacher Benefits (Samantha Johns)			
	5100	120	0871 - Englewood Elementary School	UniSIG	1.0	$57,002.00
			Notes: Reading Interventionist Salary (Michelle Navarro Perez) A Reading Interventionist will allow us to target our subgroups, and LPQ students to provide small group instruction to decrease reading deficiencies.			
	5100	120	0871 - Englewood Elementary School	UniSIG	1.0	$22,139.58
			Notes: Reading Interventionist Benefits (Michelle Navarro Perez)			
	6400	330	0871 - Englewood Elementary School	UniSIG	0.0	$3,075.00
			Notes: BSI Conference: June 2023, Orlando, FL, 3 participants x $650 (hotel), 3 participants x $175 (travel), 3 participants x $200 (per diem)			
	5100	510	0871 - Englewood Elementary School	UniSIG		$3,939.88
			Notes: Hand 2 Mind Reading/Math Supplemental Resources: Gr.1st-5th, 12 kits @$320/ each Our improvement goals are focused on providing small group instruction to increase content and grade level knowledge. By purchasing these items, this provides resources and grade level activities for our students to complete.			
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				$11,087.69
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0871 - Englewood Elementary School	UniSIG	1.0	$2,399.92
			Notes: Science STEM Kit Supplemental Resource: Gr. 2nd-4th, 8 sets of 16 STEM bins @$299/each Our improvement goals are focused on providing small group instruction to increase content and grade level knowledge to our subgroup students. By purchasing these items, this provides resources and grade level activities for our students to complete.			
	5100	510	0871 - Englewood Elementary School	UniSIG		$4,792.00

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			Notes: Lakeshore Science Activity Tubs: Gr. K-1st, 8 sets @$599/each Our improvement goals are focused on providing small group instruction to increase content and grade level knowledge to our subgroup students. By purchasing these items, this provides resources and grade level activities for our students to complete.			
	5100	510	0871 - Englewood Elementary School	UniSIG		$2,795.82
			Notes: Connecting Math Concepts Supplemental Resource: Gr. KG-2nd SWD, 3 kits (1 KG kit, 1 1st kit, 1 2nd kit) @$925/each Our improvement goals are focused on providing small group instruction to increase content and grade level knowledge to our subgroup students. By purchasing these items, this provides resources and grade level activities for our students to complete.			
	5100	510	0871 - Englewood Elementary School	UniSIG		$1,099.95
			Notes: Vocabulary & Phonics Toolkit (Hand2Mind): Gr.3rd-5th, 5 kits (2 Gr3 kits, 2 Gr4 kits, 1 Gr5 kit) @$219/each Our improvement goals are focused on providing small group instruction to increase content and grade level knowledge to our subgroup students. By purchasing these items, this provides resources and grade level activities for our students to complete.			
3	**III.B.**	**Area of Focus: Positive Culture and Environment: Early Warning System**				**$14,872.11**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	510	0871 - Englewood Elementary School	UniSIG	1.0	$236.45
			Notes: Red Ribbon Week Supplies By purchasing these supplies we are building strong behavior and relationships with students and families, which will improve attendance rates and student academic scores. Includes the following items: Motivational stickers			
	5100	510	0871 - Englewood Elementary School	UniSIG	1.0	$165.53
			Notes: Student of the Month Supplies By purchasing these supplies we are building strong behavior and relationships with students and families, which will improve attendance rates and student academic scores. Includes the following items: Assorted mini fidgets, Novelty pencils			
	5100	510	0871 - Englewood Elementary School	UniSIG	1.0	$3,218.00
			Notes: Office Supplies Teachers will use these supplies to create engaging and benchmark based anchor charts, lessons and assessments for student learning and growth. In order to provide parents with resources to help their children at home, we need to be able to purchase and buy those materials. These materials will allow there to be a continuation of content from to school to our students homes. Includes the following items: Poster printer ink, Poster paper rolls, Poster paper sheets, Portable language translator devices, Sheet protectors, Dry erase markers, Eraser caps, Pens, Notepads, Answer buzzers, Dry erase boards/stickers/pouches, Markers, Scissors, Laminating pouches, Sticky notes, Pencil sharpeners, Magnets, Loose leaf paper, Copy paper			
	5100	510	0871 - Englewood Elementary School	UniSIG	1.0	$3,164.06
			Notes: Student Classroom Supplies and PBIS School Store Items By purchasing these supplies we are building strong behavior and relationships with students and families, which will improve attendance rates and student academic scores. Includes the following items: ID laynards, Fidget spinners, Pencil pouches/cases, Stickers			
	5100	334	0871 - Englewood Elementary School	UniSIG	1.0	$3,563.68
			Notes: Challenge Island: In-School Field Trip, 450 students in Gr.K-5th This field trip provides students hands on learning with all subject content, will strengthen our science scores.			
	7800	390	0871 - Englewood Elementary School	UniSIG	1.0	$300.00

				Notes: JAGS HONOR ROLL Field Trip Transportation: Gr.4th-5th, 120 students, 2 buses @$150/each		
	5100	510	0871 - Englewood Elementary School	UniSIG	1.0	$3,074.39
				Notes: Reading Book Pouch for Parent Involvement Home Instructional Support: Gr. KG - 2nd, 225 items @$13/each By purchasing these supplies we are building strong behavior and relationships with students and families, which will improve attendance rates and student academic scores.		
	5100	334	0871 - Englewood Elementary School	UniSIG		$1,150.00
				Notes: Space Dome: In-School Field Trip. 450 students in Gr.K-5th This field provides students hands on learning with Science content, will strengthen our science scores.		
					Total:	$184,313.06

Budget Approval

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

No