

Duval County Public Schools

Woodland Acres Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Woodland Acres Elementary School

328 BOWLAN ST N, Jacksonville, FL 32211

<http://www.duvalschools.org/wae>

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of Woodland Acres Elementary is to provide a safe, caring, and academically challenging environment where each student can become a productive and responsible citizen in a global economy.

Provide the school's vision statement.

At Woodland Acres Elementary, we envision an encouraging learning environment that fosters an "I can achieve it, if I believe it!" attitude. Compelling students to strive to meet and exceed expectations that challenge their thinking beyond the ordinary to become extraordinarily well-rounded achievers of academic excellence. We seek to provide a firm foundation for students to feel valued as important stakeholders in the learning process.

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
Platts, Shawn	Principal	<p>Principal: Meets weekly with the Leadership Team members to ensure instructional programs and plans are implemented in a timely fashion to meet the needs of students this includes instructional delivery of the Florida State Standards in all subjects, implementation of the currently adopted district curriculum resources, implementation of the blended learning platforms, oversight and coaching updates of the Curriculum Leadership Councils in Literacy, Mathematics, Science, and Response to Intervention. Regular reviews and analysis of the school's formative and summative data, School Improvement Plan progress, and classroom monitoring data is discussed for prescriptive adjustment purposes. Furthermore, the team oversees the Safety and Security plans of the school to ensure students' safety, and plans activities for teachers and students to enhance the school's culture. The Principal also meets with the Shared Decision Making Team monthly to hear concerns and develop goals.</p>
Beck, KaShay	Assistant Principal	<p>Assistant Principal: Provides a common vision for the use of data based decision making for classroom instruction and teacher professional development; ensures the Rtl team is implementing appropriate MTSS; conducts assessment of the Rtl knowledge and skills of school staff; assess teacher understanding of the Florida State Standards and assessments; monitors implementation of intervention support and proper documentation; ensure adequate professional development to support instruction of the Florida State Standards and Rtl implementation and communicate with parents regarding MTSS. Responsibilities of the monitoring and implementation of the blended learning platforms are also a responsibility of the AP</p>
		<p>Improves math instruction and content knowledge by coaching, training, and supporting school-based mathematics teachers.</p> <p>Essential Functions</p> <ol style="list-style-type: none"> 1. Assist school administrators and math teachers with analysis of school, class, and individual student data to determine needs in mathematics. 2. Conducts focus walks with state, district, and/or school-based personnel to collect and analyze data to plan for instruction and professional development.
Lewis, Jacqueline	Math Coach	<ol style="list-style-type: none"> 3. Assists mathematics teachers with planning instruction and assessments based on national and state standards and benchmarks; use of pacing charts and instructional strategies and materials; and use of data from formative assessments and district assessments to improve instruction. 4. Supports math teachers with planning instruction to meet student needs through differentiated instruction. 5. Provides classroom support by observing, modeling, co-teaching, and providing specific feedback. Interprets state and district mandates for math teachers and how these mandates support student achievement.

Name	Position Title	Job Duties and Responsibilities
		<p>6. Provides support for school-based professional development to build school training capacity.</p> <p>7. Develops and delivers school-based professional development in mathematics content and instructional strategies for assigned grades or content area, based on targeted school needs and identified teacher needs.</p> <p>8. Provides follow-up support at the school level for district professional development in mathematics.</p> <p>9. Supports school leadership teams in development and facilitation of professional learning communities for professional study and collaborative work such as lesson study and examining student work.</p> <p>10. Facilitates implementation of standards-based instruction by participating in district, regional, and/or state meetings.</p> <p>11. Performs other duties as assigned.</p>
Hinkle, Jessica	Reading Coach	<p>Improves reading instruction and content knowledge by coaching, training, and supporting school-based ELA teachers.</p> <p>Essential Functions</p> <p>1. Assist school administrators and math teachers with analysis of school, class, and individual student data to determine needs in ELA.</p> <p>2. Conducts focus walks with state, district, and/or school-based personnel to collect and analyze data to plan for instruction and professional development.</p> <p>3. Assists ELA teachers with planning instruction and assessments based on national and state standards and benchmarks; use of pacing charts and instructional strategies and materials; and use of data from formative assessments and district assessments to improve instruction.</p> <p>4. Supports ELA teachers with planning instruction to meet student needs through differentiated instruction.</p> <p>5. Provides classroom support by observing, modeling, co-teaching, and providing specific feedback. Interprets state and district mandates for ELA teachers and how these mandates support student achievement.</p> <p>6. Provides support for school-based professional development to build school training capacity.</p> <p>7. Develops and delivers school-based professional development in mathematics content and instructional strategies for assigned grades or content</p>

Name	Position Title	Job Duties and Responsibilities
		<p>areas, based on targeted school needs and identified teacher needs.</p> <p>8. Provides follow-up support at the school level for district professional development in reading.</p> <p>9. Supports school leadership teams in the development and facilitation of professional learning communities for professional study and collaborative work such as lesson study and examining student work.</p> <p>10. Facilitates implementation of standards-based instruction by participating in district, regional, and/or state meetings.</p> <p>11. Performs other duties as assigned.</p>

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.

The creation of the current SIP includes input from all stakeholder groups (school leadership, teachers, staff, parents, students, families, and community partners). The input was collected informally through conferences and input shared formally through our 5 Essentials Survey and Developmental Meetings. The input was used to determine which practices were seen as effective and popular amongst each stakeholder group and conversely, which practices were seen as either ineffective and/or not well received.

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))

We plan to keep the SIP ever present before our stakeholder groups. SIP goals and data will be aligned and posted in all of our school activities (common planning agendas, parent conference forms, PD agendas, and Parent Newsletters. At each data checkpoint, we will recalibrate our plan to ensure that we are moving in the right direction.

Demographic Data

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

<p>2023-24 Status (per MSID File)</p>	<p>Active</p>
<p>School Type and Grades Served (per MSID File)</p>	<p>Elementary School PK-5</p>
<p>Primary Service Type (per MSID File)</p>	<p>K-12 General Education</p>

2022-23 Title I School Status	Yes
2022-23 Minority Rate	79%
2022-23 Economically Disadvantaged (FRL) Rate	100%
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)* 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: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	58	60	37	40	30	32	0	0	0	257
One or more suspensions	44	23	11	30	54	21	0	0	0	183
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	47	53	35	0	0	0	135
Level 1 on statewide Math assessment	0	12	14	42	52	33	0	0	0	153
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	74	62	58	0	0	0	194

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	4	3	8	10	11	0	0	0	36
Students retained two or more times	0	1	1	0	2	2	0	0	0	6

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

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

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

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

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	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	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	15	48	53	25	50	56	27		
ELA Learning Gains				45			52		
ELA Lowest 25th Percentile				48			50		
Math Achievement*	27	58	59	36	48	50	46		
Math Learning Gains				40			77		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Lowest 25th Percentile				33			67		
Science Achievement*	28	52	54	19	59	59	29		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress	44	54	59	49			58		

* 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	26
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	132
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	295
Total Components for the Federal Index	8
Percent Tested	98

2021-22 ESSA Federal Index	
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	3	Yes	2	2
ELL	24	Yes	3	1
AMI				
ASN				
BLK	17	Yes	2	2
HSP	29	Yes	2	1
MUL				
PAC				
WHT	30	Yes	2	1
FRL	23	Yes	2	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	1	1
ELL	38	Yes	2	
AMI				
ASN				
BLK	31	Yes	1	1
HSP	39	Yes	1	
MUL				
PAC				
WHT	38	Yes	1	
FRL	36	Yes	1	

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	15			27			28					44
SWD	3			6							3	
ELL	13			24			29				5	44
AMI												
ASN												
BLK	11			26			23				4	
HSP	13			33			44				5	43
MUL												
PAC												
WHT	24			28			20				5	47
FRL	15			27			22				5	35

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	25	45	48	36	40	33	19					49
SWD	6	40		17	30							
ELL	19	44	58	34	44	40	14					49
AMI												
ASN												
BLK	25	38	33	34	37	30	18					
HSP	25	53	50	40	44	23	20					53
MUL												
PAC												
WHT	27	57		39	43		17					46
FRL	24	47	59	34	37	30	17					43

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	27	52	50	46	77	67	29					58
SWD	4	30		17	60							
ELL	18			31								58
AMI												
ASN												
BLK	25	62		48	79		33					
HSP	26			45								61
MUL												
PAC												
WHT	37			40								
FRL	24	56	60	44	72	60	31					48

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	15%	47%	-32%	54%	-39%
04	2023 - Spring	12%	50%	-38%	58%	-46%
03	2023 - Spring	19%	46%	-27%	50%	-31%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	34%	59%	-25%	59%	-25%
04	2023 - Spring	19%	58%	-39%	61%	-42%
05	2023 - Spring	28%	52%	-24%	55%	-27%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	26%	48%	-22%	51%	-25%

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.

ELA Proficiency - 17% (down 8% from previous year; down 10% over the past 2 years)
 Math Proficiency - 30% (down 6% from the previous year, down 16% over the past 2 years)

ELA Proficiency - Teacher's initially struggle with implementation of the curriculum and novice teachers.
 Math Proficiency - novice teachers and teacher vacancies (had to place the Instructional Coach, Math Interventionist and Assistant Principal in classrooms due to vacancies).

Contributing factors include students inability to read grade level content in Reading, Math and Science. The majority of the students in 5th grade scored a level 1 in Reading prior to entering 5th grade. As a result, many of the students who scored a level 1 or level 2 in ELA, scored a level 1 or level 2 in Science. The majority of the 3rd and 4th grade students are lacking foundational reading skills which contributes to the inability to read and comprehend grade level material.

By providing support in the 5 components of reading, students will have the skills necessary to be able to decode and comprehend grade level text. In addition, WAE will be providing targeted small group instruction based on the individual academic needs of the student.

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

ELA Proficiency - 17% (down 8% from previous year; down 10% over the past 2 years)
 ELA Proficiency - Teacher's initially struggle with implementation of the curriculum and novice teachers.

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.

below is breakdown of PM1, PM2 and PM3 proficiency data in comparison to the state(Woodland Acres data is in ()):

ELA 3 - PM1 22(7) PM2 35(12) PM3 50(18)
 ELA 4 - PM1 32(7) PM2 44(17) PM3 58(17)
 ELA 5 - PM1 34(0) PM2 41(0) PM3 54(0)

Math 3 - PM1 9(4) PM2 30(21) PM3 59(32)
 Math 4 - PM1 10(2) PM2 28(8) PM3 61(23)
 Math 5 - PM1 15(0) PM2 31(0) PM3 55(0)

WAE experienced is greatest gaps when compared to state data in 5th grade ELA and Math.
 ELA Proficiency - Teacher's initially struggle with implementation of the curriculum and novice teachers.

Math Proficiency - novice teachers and teacher vacancies (had to place the Instructional Coach, Math Interventionist and Assistant Principal in classrooms due to vacancies).

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

5th Grade Science - 28% (up 9% from the previous year).

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

1. ELA Proficiency
2. Math Proficiency

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

1. ELA Proficiency
2. Math Proficiency
3. ELA Learning Gains - LG/LPQ
4. Math Learning Gains - LG/LPQ
5. 5th Grade Science Proficiency

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

According to teacher retention data, we have had a significant amount of turnover throughout the previous school year. We retained 17/25 (32%) teaching positions with a turnover of additional 5 new teachers and 3 potential long-term substitutes (with possible conversion to certificated teacher).

According to the 5 Essentials survey data, "schools that are at or above the benchmark on 3 or more of the 5 Essentials are 10 times more likely to show substantial gains than schools that are below benchmark."

Our 3 areas of improvement are as follow:

Collaborative Teachers is our top area of improvement with a score of 19%.

- Within this essential category, our priorities are to improve school commitment and collective responsibility.

Involved Families is our secondary area of improvement with a score of 27%.

- Within this essential category, our priorities are to develop teacher-parent trust and increase parent involvement in school.

Supportive Environment is our tertiary area of improvement with a score of 35%.

- Within this essential category, our priorities are to improve safety and develop student-teacher trust.

Measurable Outcome:

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

Within this essential category, our priorities are to improve school commitment and collective responsibility, develop teacher-parent trust and increase parent involvement and improve safety and develop student-teacher trust.

Monitoring:

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

Implement effective strategies for communicating. Provide professional development quarterly with faculty and staff regarding communicating with parents through PBIS.

Person responsible for monitoring outcome:

Shawn Platts (plattss@duvalschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Identify 3 strategies to increase home school communication. (Bloomz, Pikmykid, PBIS)
2. Provide professional development to teachers/staff.
3. Provide at least 3 parent surveys. (Annual Title 1 Survey, January Survey, Developmental Meeting)
4. Analyze data (survey results, Title 1 attendance rates, PBIS membership, etc.) and determine if strategies are effective.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Increasing home school communication is an effective practice to increasing student success.

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 2 - Moderate 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. PBIS Team will have at least 1 member of the PBIS team available at all events to help parents access tools such as Focus, Pikmykid and Bloomz.
2. Utilize Bloomz as a school wide communication tool. Have teachers post to their class story at least weekly.
3. Designate an ESOL Spanish speaking para with specific office hours to assist parents. Share these office hours with our parents.
5. PBIS parent membership.
6. Hold 9 Title 1 Parent Information nights
7. Teachers will hold parent Conferences where the Title 1 parent Compact is discussed and signed.
8. PBIS team will raffle off incentives for attending parent nights.

Person Responsible: Shawn Platts (plattss@duvalschools.org)

By When: June 2024

#2. Instructional Practice specifically relating to Small Group 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.

Students at Woodland Acres are performing significantly below grade-level expectations (18% ELA, 31% Math, 27% Science). In the upcoming school year, there will be a dual focus on filling gaps in learning and improving student success on grade-level appropriate benchmarks, all of which will be centered around building an instructional framework in the classroom that includes both a rigorous, explicit core and an intentional impactful small group portion.

Measurable Outcome:

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

We will significantly improve the instructional reading levels of our students school-wide. There will be at least a 50% decrease in the number of students reading below grade level in primary grades (K-2) and a 25% decrease in intermediate grades (3-5).

We will significantly improve the grade-level assignment of our student school-wide as measured by the STAR Math assessment. There will be at least a 50% decrease in the number of students performing below grade level in primary grades (K-2) and a 25% decrease in intermediate grades (3-5).

Monitoring:

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

We will begin with Baseline reading level data as determined by Renaissance STAR Reading Assessment, this assessment is school-wide. Students who are reading significantly below grade level will be given the Early Literacy Assessment to better understand their deficiency. Students will be assigned a literacy intervention based upon their needs and their daily participation in the intervention will be monitored. Students will progress monitor through the Renaissance assessment system to determine growth and needed adjustments. This progress monitoring plan will be more frequent for students with the greatest deficit and/or who have the greatest impact on school success goals.

Math Plan - 1. Proficiency (Math)

a. Rigorous Core Instruction

i. Common Planning (Day 1) and Teacher Development - Admin and Instructional Support

1. Making sure that teachers are well versed with the content and pedagogy for each lesson using curriculum, benchmarks, and lesson data.

2. (I.e., gradual release components and use of Tier 1 supports)

3. Paid After-School PD training aligned with the support given during common planning. (UNISIG)

ii. Observations – Admin

1. Focusing BWT observations on 3-5 Math and ELA core to gauge the alignment of instructional practices

iii. Data – Teachers, Instructional Support, Admin

1. Exit ticket Data from the daily lesson will be reviewed to inform core instructional practices and plan for small group instruction (Day 2).

2. Standards Mastery Data – STAR, Benchmark Universe, McGraw Hill, Progress Learning

Science Plan - Rigorous Core Instruction

i. Common Planning (Day 1) and Teacher Development - Admin and Instructional Support

1. Making sure that teachers are well versed with the content and pedagogy for each lesson using curriculum, benchmarks, and lesson data.

2. (I.e., gradual release components and use of Tier 1 supports)
3. Paid After-School PD training aligned with the support given during common planning. (UNISIG)
 - ii. Observations – Admin
 1. Focusing BWT observations on science core to gauge the alignment of instructional practices
 - iii. Data – Teachers, Instructional Support, Admin
 1. Exit ticket Data from the daily lesson will be reviewed to inform core instructional practices and plan for small group instruction (Day 2).
 2. Standards Mastery Data – Study Island, HMH, District Benchmarks

Person responsible for monitoring outcome:

Shawn Platts (plattss@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.)

Interventions: UFLI, LLI, Freckle, Progress Learning, Measuring Up, J&J Bootcamp and I-Ready Will be used to build student phonics and literacy skills. The daily 5 model for ELA will be evident in the assigned small-group activities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We are selecting interventions that align with the best practices and research-based programs in each content area, as well as, materials that the teachers are familiar with and are readily available to begin using on day one.

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.

Assessment: Baseline and Progress monitoring

Person Responsible: KaShay Beck (beckk@duvalschools.org)

By When: BOY for Baselines and frequently per the plan

Professional Development for staff: Implementation and monitoring of the programs.

Person Responsible: Shawn Platts (plattss@duvalschools.org)

By When: BOY and Frequently per the plan

Program Implementation Monitoring

Person Responsible: Shawn Platts (plattss@duvalschools.org)

By When: Daily, Weekly, Quarterly per the plan

#3. 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.

Students at Woodland Acres are performing significantly below grade-level expectations. In the upcoming school year, there will be a dual focus on filling gaps in learning and improving student success on grade-level appropriate benchmarks, all of which will be centered around building an instructional framework in the classroom that includes both a rigorous, explicit core and an intentional impactful small group portion.

Measurable Outcome:

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

We will significantly improve the grade level proficiency of our students school-wide. We will increase the number of proficient students meeting grade-level expectations (proficiency level 3 or higher) by 10% in all content categories on state exams. (18% to 28% ELA, 31% to 41% Math, 27% to 37% Science)

Monitoring:

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

1. Proficiency (Math and ELA)
 - a. Rigorous Core Instruction
 - i. Common Planning (Day 1) and Teacher Development - Admin and Instructional Support
 1. Making sure that teachers are well versed with the content and pedagogy for each lesson using curriculum, benchmarks, and lesson data.
 2. (I.e., gradual release components and use of Tier 1 supports)
 3. Paid After-School PD training aligned with the support given during common planning. (UNISIG)
 - ii. Observations – Admin
 1. Focusing BWT observations on 3-5 Math and ELA core to gauge the alignment of instructional practices
 - iii. Data – Teachers, Instructional Support, Admin
 1. Exit ticket Data from the daily lesson will be reviewed to inform core instructional practices and plan for small group instruction (Day 2).
 2. Standards Mastery Data – STAR, Benchmark Universe, McGraw Hill, Progress Learning
 2. Gains (General and LPQ)
 - a. Impactful Small Group Learning
 - i. Common Planning (Day 2) and Teacher Development - Admin and Instructional Support
 1. Making sure that we are using data from core instruction and assessments to accurately group students and provide them with targeted practice and remediation independently and with the guidance of a facilitator.
 2. Paid After-School PD training aligned with the support given during common planning. (UNISIG)
 - ii. Data – Teachers, Instructional Support, Admin
 1. Improvement data as measured by the number of mastered focus skills in math and the improved instructional reading level in ELA.
 - iii. Support Plan – Instructional Support, Admin
 1. Pull out and push in groups to support LPQ and ELL students in ELA. (Paras, City Year)
 - iv. Safety Nets – Admin
 1. Team up and tutoring with targeted students receiving priority. (City Year)
 3. Science
 - a. Rigorous Core Instruction
 - i. Common Planning (Day 1) and Teacher Development - Admin and Instructional Support
 1. Making sure that teachers are well versed with the content and pedagogy for each lesson using curriculum, benchmarks, and lesson data.
 2. (I.e., gradual release components and use of Tier 1 supports)

3. Paid After-School PD training aligned with the support given during common planning. (UNISIG)

ii. Observations – Admin

1. Focusing BWT observations on science core to gauge the alignment of instructional practices

iii. Data – Teachers, Instructional Support, Admin

1. Exit ticket Data from the daily lesson will be reviewed to inform core instructional practices and plan for small group instruction (Day 2).

2. Standards Mastery Data – Study Island, HMH, District Benchmarks

Person responsible for monitoring outcome:

Shawn Platts (plattss@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.)

Interventions: UFLI, LLI, Freckle, Progress Learning, Measuring Up, J&J Bootcamp and I-Ready Will be used to build student phonics and literacy skills. The daily 5 model for ELA will be evident in the assigned small-group activities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We are selecting interventions that align with the best practices and research-based programs in each content area, as well as, materials that the teachers are familiar with and are readily available to begin using on day one.

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.

Leadership Team will attend the BSI Conference in Summer 2024

Assessment: Baseline and Progress monitoring

Person Responsible: Shawn Platts (plattss@duvalschools.org)

By When: June 2024

Professional Development for staff: Implementation and monitoring of the programs.

Person Responsible: [no one identified]

By When: Daily, Weekly, Quarterly per the plan

#4. 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.

Our Early Warning Data shows that here at Woodland Acres there is a school-wide issue with attendance and reading substantially below grade level. The number of students who fall into the category of having multiple early warnings is greater than the number of students who are successful at the school as measured by state performance data. This data identifies a need for our school to focus on building a culture of high expectations for students. We need to be a school where students want to come, want to participate, want to learn, and want to be successful.

Measurable Outcome:

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

We will reduce the number of students in each grade level in each early warning category (Attendance, discipline, course failure) by 10%. We will decrease the number of students with multiple indicators by 50%.

Monitoring:

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

We will monitor these data sets biweekly to determine target students who are in need of additional interventions for success.

Person responsible for monitoring outcome:

KaShay Beck (beckk@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 are going to improve attendance through frequent parent communication and incentivize students for their attendance through the PBIS Store.

We are going to improve discipline data through proactive and explicit teaching of school-wide expectations. We will partner with mascot junction to retrofit our school with behavioral expectation paraphernalia, as well as the inclusion of a mascot that will serve as a school role model. Students will also be incentivized for meeting those expectations through the PBIS Store

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PBIS practices are research-based and proven to improve school culture in areas of behavior and academics.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

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

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:

- >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.
- >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.
- >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.
- >Finance – Finance provides the funds to provide resources and the personnel needed to address individual school needs.
- >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

Students at Woodland Acres are performing significantly below grade-level expectations. In the upcoming school year, there will be a dual focus on filling gaps in learning and improving student success on grade-level appropriate benchmarks, all of which will be centered around building an instructional framework in the classroom that includes both a rigorous, explicit core and an intentional impactful small group portion.

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

Students at Woodland Acres are performing significantly below grade-level expectations. In the upcoming school year, there will be a dual focus on filling gaps in learning and improving student success on grade-level appropriate benchmarks, all of which will be centered around building an instructional framework in the classroom that includes both a rigorous, explicit core and an intentional impactful small group portion.

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

We will significantly improve the grade level proficiency of our students school-wide. We will increase the number of proficient students meeting grade-level expectations by 10% in all ELA on district and state assessments.

Grades 3-5 Measurable Outcomes

We will significantly improve the grade level proficiency of our students school-wide. We will increase the number of proficient students meeting grade-level expectations (proficiency level 3 or higher) by 10% in all content categories on state exams. (18% to 28% ELA, 31% to 41% Math, 27% to 37% Science)

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.

We will begin with Baseline reading level data as determined by Renaissance STAR Reading Assessment, this assessment is school-wide. Students who are reading significantly below grade level will be given the Early Literacy Assessment to better understand their deficiency. Students will be assigned a literacy intervention based upon their needs and their daily participation in the intervention will be monitored. Students will progress monitor through the Renaissance assessment system to determine growth and needed adjustments. This progress monitoring plan will be more frequent for students with the greatest deficit and/or who have the greatest impact on school success goals.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Platts, Shawn, plattss@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?

Interventions: UFLI, LLI, Freckle, Progress Learning, Measuring Up, J&J Bootcamp and I-Ready Will be used to build student phonics and literacy skills. The daily 5 model for ELA will be evident in the assigned small-group activities.

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?

We are selecting interventions that align with the best practices and research-based programs in each content area, as well as, materials that the teachers are familiar with and are readily available to begin using on day one.

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
a. Rigorous Core Instruction i. Common Planning (Day 1) and Teacher Development - Admin and Instructional Support 1. Making sure that teachers are well versed with the content and pedagogy for each lesson using curriculum, benchmarks, and lesson data. 2. (I.e., gradual release components and use of Tier 1 supports) 3. Paid After-School PD training aligned with the support given during common planning. (UNISIG) ii. Observations – Admin 1. Focusing BWT observations on 3-5 Math and ELA core to gauge the alignment of instructional practices iii. Data – Teachers, Instructional Support, Admin 1. Exit ticket Data from the daily lesson will be reviewed to inform core instructional practices and plan for small group instruction (Day 2). 2. Standards Mastery Data – STAR, Benchmark Universe, McGraw Hill, Progress Learning	Platts, Shawn, plattss@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.

Through our Family Involvement plan, we will host informational sessions, both academic and school-wide based data, throughout the year. We will also provide information to stakeholders during our School Advisory Council meetings. This information will also be available via the school's website: dcps.duvalschools.org/wae. Additionally, our parents and community stakeholders will have access to

the information in print form and multiple languages in the parent resource room. A portion of our quarterly newsletter will be dedicated to SIP goals, budget expenditures and performance data that results from the implementation of the plan.

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 will maintain transparency in our plan for improvement by making it readily viable and including updates in all of our stakeholder interactions, SAC, Title I Events, and School Newsletters. Additionally, stakeholder input and feedback will be encouraged and collected through these interactions. This information will also be available via the school’s website: dcps.duvalschools.org/wae.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

We will strengthen the academic programs through strategic implementation of content frameworks that include standards-aligned core instruction and impactful differentiated small groups. This aligns with our Academic Areas of Focus. We will motivate and encourage students through strong school-wide PBIS practices that promote pride and unity. This plan aligns with our Positive Culture Area of focus.

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))

This 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: Positive Culture and Environment: Teacher Retention and Recruitment				\$4,172.50
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	310	0891 - Woodland Acres Elementary Schl	UniSIG		\$3,172.50
			<i>Notes: PD Book Study Textbooks from ASCD: PD #1 Effective Standard-Aligned Core (30 books x \$35.25/each) PD #2 Classroom Management that Promotes Positive School</i>			

			<i>Culture (30 books x \$35.25 /each) PD #3 Effective Differentiated Small Group Instruction (30 books x \$35.25 /each)</i>			
	6400	310	0891 - Woodland Acres Elementary Schl	UniSIG		\$1,000.00
			<i>Notes: PD Materials and Supplies: Teacher Journals, Binders USBs, and other supplies used during learning sessions.</i>			
2	III.B.	Area of Focus: Instructional Practice: Small Group Instruction				\$123,999.78
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	369	0891 - Woodland Acres Elementary Schl	UniSIG		\$6,250.00
			<i>Notes: Progress Learning License: GrK-5, ELA-Math-Science</i>			
	5100	641	0891 - Woodland Acres Elementary Schl	UniSIG		\$22,644.38
			<i>Notes: Handheld Translators: GrK-5, 12 classrooms/grade level x \$299/each</i>			
	6400	120	0891 - Woodland Acres Elementary Schl	UniSIG	1.0	\$68,500.00
			<i>Notes: Supplemental Assitant Principal Salary (Vacancy)</i>			
	6400	200	0891 - Woodland Acres Elementary Schl	UniSIG		\$26,605.40
			<i>Notes: Supplemental Assitant Principal Benefits (Vacancy)</i>			
3	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$89,962.54
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	330	0891 - Woodland Acres Elementary Schl	UniSIG		\$3,075.00
			<i>Notes: BSI Conference: June 2023, Orlando, FL, 3 participants x \$650 (hotel), 3 participants x \$175 (travel), 3 participants x \$200 (per diem)</i>			
	5100	510	0891 - Woodland Acres Elementary Schl	UniSIG		\$11,000.00
			<i>Notes: Office Supplies: chart paper, laminating material, student white boards, pens, pencils, paper, notebooks, organizers</i>			
	6400	120	0891 - Woodland Acres Elementary Schl	UniSIG		\$62,208.00
			<i>Notes: Professional Development Stipend: PD #1 Effective Standard-Aligned Core (\$24/hr x 32 participants x 1 hour/week x 27 weeks) PD #2 Classroom Management that Promotes Positive School Culture (\$24/hr x 32 participants x 1 hour/week x 27 weeks) PD #3 Effective Differentiated Small Group Instruction (\$24/hr x 32 participants x 1 hour/week x 27 weeks)</i>			
	6400	200	0891 - Woodland Acres Elementary Schl	UniSIG		\$13,679.54
			<i>Notes: Professional Development Benefits</i>			
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$25,421.73
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	334	0891 - Woodland Acres Elementary Schl	UniSIG		\$14,500.00
			<i>Notes: Field Trip Admissions: Jacksonville Zoo 600 GrK-5 students x \$15/each = \$9630, Florida Theater 600 GrK-5 students x \$8/each = \$4875</i>			

	7800	390	0891 - Woodland Acres Elementary Schl	UniSIG		\$3,521.73
			<i>Notes: Field Trip Transportation: Jacksonville Zoo \$1400, Florida Theater \$1300, Fort Caroline Middle \$500</i>			
	5100	510	0891 - Woodland Acres Elementary Schl	UniSIG		\$5,000.00
			<i>Notes: PBIS Store Supplies & Materials: Includes the following items: Assorted mini fidgets, Novelty pencils, ID lanyards, Fidget spinners, Pencil pouches/cases, Stickers</i>			
	5100	641	0891 - Woodland Acres Elementary Schl	UniSIG		\$2,400.00
			<i>Notes: Conference Microphones Translation System: includes 25 recpetors, 1 reciever, 1 transmitter</i>			
					Total:	\$243,556.55

Budget Approval

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

No