Northwestern Legends Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Northwestern Legends Elementary

2100 W 45TH ST, Jacksonville, FL 32209

http://www.duvalschools.org/nle

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.

Northwestern Legends Elementary School will cultivate and support life-long learners, and responsible citizens through rigorous instruction, character development, and strong home-school-community connections in every classroom, every day.

Provide the school's vision statement.

Northwestern Legends Elementary School will promote academic excellence and social responsibility in every classroom for every student, every day.

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
Ray, Ann	Assistant Principal	The Assistant Principal will: Monitors the success of all students in the learning environment; aligns the curriculum, instruction, and assessment processes to promote effective student performance; and uses a variety of benchmarks, learning, and expectations feedback measures to ensure accountability for all participants engaged in the educational process. Collects and analyzes data for continuous school improvement. Promotes a positive learning culture; provides an effective instructional program; and applies best practices to student learning, especially in the area of reading and other foundational skills.
Brown, Kimberly	Principal	The Principal will: Ensures the highest academic standards and a safe and secure learning environment for all students. Leads, manages, supervises, and administers all programs, policies and activities of the school. Monitors instruction, ensures implementation of district curriculum and assesses effectiveness of instructional and support personnel. Facilitates professional development of the instructional staff utilizing assessment data and other performance measures. Ensures professional development strategies are aligned and targeted to meet the needs of students in programs. Sets high expectations and standards for the academic and social development of all students. Utilizes data to monitor student achievement aligned to performance expectations. Develops and encourages positive school/community relations with internal and external stakeholders, and serves as liaison between the school, staff, and the community. Actively engages School Advisory Council, PTSA, volunteers, business partners, civic clubs, and parents to create shared ownership for student and school success. Supervises the school's instructional program through the evaluation of lesson planning, systematic monitoring of curriculum and instruction, and targeted feedback aligned with the Florida Education Accomplished Practices (FEAPs). Ensures a safe and secure learning environment through the systematic implementation of Positive Behavior Intervention Supports and other appropriate preventive strategies.
Gresham, Patricia	Other	The Math Interventionist will: Facilitate grade level common planning professional development; develops leads and evaluates school core content standards/programs; reviews and provides support with the curriculum guides; analyzing and dis-aggregating student data; provide researched-based strategies to teachers to increase student achievement; monitor the implementation of strategies through teacher meetings, classroom visits, walk-throughs, and observations; pulls small math focused groups with targeted students in LPQ and learning gains.
Schaller, Steven	Other	The Behavior Interventionist will: Behavior interventionists develop targeted strategies to reduce problematic behaviors and encourage productive behaviors through means such as positive

Name	Position Title	Job Duties and Responsibilities
		reinforcement. Working closely with the individual and with other professionals, such as teachers, to assess the client's behaviors and create a specially designed plan Implementing the plan Providing ongoing assessments of progress Creating general strategies for behavior assessment Conflict resolution Crisis intervention Assisting other professionals who work with the client in their daily environment
Mitchell, Sharon	School Counselor	The School Counselor will: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; provides group and individual student interventions; and conducts direct observation of student behavior; support families and students with additional resources to be successful at school; Supportthe MTSS process.

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.

In order to involve all stakeholders we will prepare a SIP that is prepared by the leadership team. This SIP will be posted on our social media outlets and given to faith based partners, community leaders, and families during our Pre-Orientation event that will be held on August 5th. Stakeholders will be allowed to add their suggestions via comment box. All suggestions will be considered and added to the plan by the leadership team.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored through monthly meetings with teachers, administrators, families, and community leaders. Data for all sub groups will be shared and the SIP goals will be discussed to determine if revisions are needed. Revisions will be made throughout the school year.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active

School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
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)* Black/African American Students (BLK)* Hispanic Students (HSP) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: B 2018-19: B 2017-18: D
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	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	58	57	67	91	49	60	0	0	0	382
One or more suspensions	8	12	15	58	17	41	0	0	0	151
Course failure in English Language Arts (ELA)	2	2	6	0	0	7	0	0	0	17
Course failure in Math	2	1	3	3	0	8	0	0	0	17
Level 1 on statewide ELA assessment	0	0	0	66	43	53	0	0	0	162
Level 1 on statewide Math assessment	0	0	0	54	40	50	0	0	0	144
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	75	77	84	108	70	82	0	0	0	496

Using the table above, complete the table below with the number of students identified retained:

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	7	48	60	64	58	54	0	0	0	291
One or more suspensions	8	15	5	33	10	28	0	0	0	99
Course failure in ELA	2	0	6	50	0	0	0	0	0	58
Course failure in Math	2	1	5	10	0	0	0	0	0	18
Level 1 on statewide ELA assessment	0	0	0	42	17	53	0	0	0	112
Level 1 on statewide Math assessment	0	0	0	36	28	47	0	0	0	111
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	27	47	68	42	17	53	0	0	0	254

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	11	15	13	13	40	0	0	0	93

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	1	7	50	0	0	0	0	0	62
Students retained two or more times	0	0	2	4	0	6	0	0	0	12

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	7	48	60	64	58	54	0	0	0	291
One or more suspensions	8	15	5	33	10	28	0	0	0	99
Course failure in ELA	2	0	6	50	0	0	0	0	0	58
Course failure in Math	2	1	5	10	0	0	0	0	0	18
Level 1 on statewide ELA assessment	0	0	0	42	17	53	0	0	0	112
Level 1 on statewide Math assessment	0	0	0	36	28	47	0	0	0	111
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	27	47	68	42	17	53	0	0	0	254

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	11	15	13	13	40	0	0	0	93

The number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	4	1	7	50	0	0	0	0	0	62
Students retained two or more times	0	0	2	4	0	6	0	0	0	12

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	18	50	56	19		
ELA Learning Gains				47			28		
ELA Lowest 25th Percentile				54					
Math Achievement*	31	58	59	25	48	50	23		
Math Learning Gains				57			17		
Math Lowest 25th Percentile				64					

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	11	52	54	18	59	59	11		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		54	59						

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

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	19
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	77
Total Components for the Federal Index	4
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	283
Total Components for the Federal Index	7
Percent Tested	98
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	12	Yes	2	1
ELL				
AMI				
ASN				
BLK	19	Yes	2	1
HSP				
MUL				
PAC				
WHT				
FRL	19	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	39	Yes	1	
ELL				
AMI				
ASN				
BLK	40	Yes	1	
HSP	46			
MUL				
PAC				
WHT				
FRL	40	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			31			11					
SWD	8			21			10				4	
ELL												
AMI												
ASN												
BLK	15			31			10				4	
HSP												
MUL												
PAC												
WHT												
FRL	14			30			11				4	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	18	47	54	25	57	64	18					
SWD	22	55	60	26	59		10					
ELL												
AMI												
ASN												
BLK	16	48	56	25	56	62	15					
HSP	58			33								
MUL												
PAC												
WHT												
FRL	19	47	54	27	56	57	19					

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	19	28		23	17		11					
SWD	40			38								
ELL												

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
AMI												
ASN												
BLK	18	26		23	17		11					
HSP												
MUL												
PAC												
WHT												
FRL	20	27		22	14		12					

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	18%	50%	-32%	58%	-40%
03	2023 - Spring	17%	46%	-29%	50%	-33%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	38%	59%	-21%	59%	-21%
04	2023 - Spring	32%	58%	-26%	61%	-29%
05	2023 - Spring	18%	52%	-34%	55%	-37%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	11%	48%	-37%	51%	-40%

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.

Science proficiency for the 2023-2024 schol year showed the lowest performance 11%. Some of the contributing factors include but are not limited to: teacher for the class passed away mid year; the lack of pedagogy of the new teacher assigned to the class; lack of classroom management; students reading levels; and student lack of motivation.

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

Science proficiency for the 2023-2024 school year showed the greatest decline from 18% to 11%. Some of the contributing factors include but are not limited to: teacher for the class passed away mid year; the lack of pedagogy of the new teacher assigned to the class; lack of classroom management; student reading levels; and student lack of motivation.

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.

Science proficiency (11%) had the greatest gap when compared to the state average (51%). Some of the contributing factors include but are not limited to: teacher for the class passed away mid year; the lack of pedagogy of the new teacher assigned to the class; lack of classroom management; student reading levels; and student lack of motivation.

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

Math proficiency showed the most improvement for the 2023-2024 school year moving from 25% to 30%. In this area the more skilled teachers were assigned to the subject area; additional math specialists and coaches were assigned to new teachers of the subject area;daily small group instruction with pushin from specialist and administration.

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

Based on the EWS data the areas of concern are attendance, suspensions, and the academics in Math and Reading (number of level one students). The data reflects that 382 students missed 10% or more of school, 151 students had one or more suspensions, and over 50% of the population scored a level one in reading and math.

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

Decreasing teacher vacancies
Improving teacher pedagogy and aligned instruction
Improving student daily average attendance rate
Improving school culture and climate
Improving teacher understanding of utilizing data to drive instruction

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 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 Early Warning System Data our student attendance, achievement, and behavior are an area of focus. 382 students missed 10% or more days, 151 students had 1 or more suspensions, 162 students are a Level 1 in ELA and 144 are a Level 1 in math.

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

Decrease the percentage of students missing 10% or more days by 30%
Decrease the percentage of students having 1 or more suspensions by 15%
Decrease the number of students scoring a Level 1 in ELA and Math by 25%

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

These areas will be monitored weekly with the support of the leadership team through analyzing data and developing next step plans.

Person responsible for monitoring outcome:

Kimberly Brown (brownk1@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.)

In order to decrease the percentage of students with EWS the following evidence based intervention will include but are not limited to: weekly leadership meetings where data is analyzed, disaggregated, and plans developed; weekly incentives provided to students/classes who meet the goal; professional development opportunities that focus on positive school culture; and additional tutoring support provided to students performing below the grade level.

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

If we meet weekly to analyze, disaggregate, and develop plans for students with behavior, attendance, and academic concerns then we can ensure that we provide tangible and non-tangible incentives, professional development to staff, and tutoring support to decrease the number of students with these EWS.

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 3 - Promising 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 meet weekly to analyze, disaggregate, and develop plans to incentivize students/ classes with tangible and non-tangible incentives for attendance and behavior.

Person Responsible: Kimberly Brown (brownk1@duvalschools.org)

By When: Ongoing until the end of the school year

Staff will attend professional development opportunities to develop a positive culture throughout the school (Ron Clark)

Person Responsible: Kimberly Brown (brownk1@duvalschools.org)

By When: Ongoing until the end of the school year

Dean - this is a new position. The primary role of the dean is to oversee school culture, discipline, and attendance. The dean will develop check-in and check out strategies with some of our frequent flyers. The Dean will provide restorative justice practices to decrease the number of student suspensions.

Person Responsible: Kimberly Brown (brownk1@duvalschools.org)

By When: Ongoing until the end of the year

Supplemental Part-Time Teacher. This is a new position. The primary role of this part-time teacher (retired educator) is to provide benchmark-based small group instruction (push-in) for targeted
students in the ESSA subgroups. The part time teacher will support or level 1 students in reading and science.

Person Responsible: Kimberly Brown (brownk1@duvalschools.org)

By When: Ongoing until the end of the year

Paraprofessional - this is a new position. The primary role of the paraprofessional is to provide Tier 2 behavior supports to students with multiple referrals and in-school tutoring to students scoring a level 1 in math and reading. This position will align with the decrease of the suspensions to students with Level 2 offenses and support moving students from level 1.

Person Responsible: Kimberly Brown (brownk1@duvalschools.org)

By When: Ongoing until the end of the year

#2. 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.

If teachers are consistently using benchmarks to drive effective instructional practices at the level of cognitive complexity, implementing intervention programs with fidelity, and connecting real world life experiences (field experiences) aligned to the benchmarks then we will increase student achievement across all content areas (Reading, Math, & Science).

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

Reading, Math, and Science achievement will increase to 50% or more by the end of the 2024 school year using the Florida Assessment of Student Thinking (FAST) PM3 and Florida Statewide Science Assessment.

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

Administrators will monitor through standards-based walkthroughs; CAST Informal and Formal Observations, weekly assessment data, progress monitoring assessments, and follow-through from weekly common planning sessions.

Person responsible for monitoring outcome:

Kimberly Brown (brownk1@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.)

Provide weekly professional learning (using practice guides and resources from What Works Clearing House) focused on benchmarks based planning that includes but is not limited to: analyzing state benchmarks, reviewing benchmark-based walk-through data, aligning assessments/assignments to benchmarks, analyzing student work and data, utilizing remediation and intervention activities through supplemental materials (Measuring Up, Reflex Math, iReady), frequently providing feedback, and monitoring student progress.

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

If teachers participate in professional learning (using practice guides and resources from What Works Clearing House) that focuses on standards based instruction, align assessments/activities to benchmarks, analyze student data to determine misconceptions, develop remediation/intervention activities using supplemental materials (Measuring Up, Reflex Math, iReady), and allows opportunities through field-trip experiences to connect real world then student achievement will increase.

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.

Leadership Team will attend the BSI Conference Summer 2024

Person Responsible: Kimberly Brown (brownk1@duvalschools.org)

By When: June 2024

Supplemental materials will be purchased (iReady Workbooks, Reflex Math, Measuring Up) to provide additional supports to Tier 2 and Tier 3 students.

Person Responsible: Kimberly Brown (brownk1@duvalschools.org)

By When: June 2024

Benchmark-based small group instruction for targeted students in subgroups will be provided by the leadership team which includes math interventionist, part-time tutors, part-time teacher, Media Specialist, content District Specialist, City Year, and assigned paraprofessionals.

Person Responsible: Kimberly Brown (brownk1@duvalschools.org)

By When: June 2024

Conduct frequent and ongoing data chats with teachers, parents and students. Analyze and track data from common assessments to identify strengths and weaknesses. Teachers and Leadership Team will use data to monitor and guide instructional delivery. Students will use data to set and monitor goals to increase math, reading, and science achievement. Parent Liaison will support parent data nights to ensure parents understand where their child is academically and how they can help support them with math, reading, and science at home.

Person Responsible: Kimberly Brown (brownk1@duvalschools.org)

By When: June 2024

Teachers will actively participate in weekly benchmark-based planning focused on building content knowledge and differentiating instruction in ELA, Math, and Science with the support of the Instructional Leadership Team, and district support staff.

Person Responsible: Kimberly Brown (brownk1@duvalschools.org)

By When: June 2024

Title 1 funds will be utilized to purchase supplemental positions (K teacher, Math Interventionist, paraprofessionals, parent liaison, 50% librarian, and tutors), software license (iReady, News ELA) and academic resources, materials, and supplies (storeroom order, mastery education) for the classrooms.

Person Responsible: Kimberly Brown (brownk1@duvalschools.org)

By When: June 2024

Field experiences for students to connect content to real world (Diamond D, Shiva Robotics, St. Augustine Aquarium, College Tours (UNF, JU, FAMU & BCU), Ritz Theatre, MOSH Museum, Hands on Museum, Florida Theatre, Ice Hockey, Ossie Basketball, Sweet Pete's, and the Zoo

Person Responsible: Kimberly Brown (brownk1@duvalschools.org)

By When: June 2024

Supplemental Assistant Principal - Will provide additional administrative instructional support to content area teachers and work in coordination with the Innovation and School Improvement Region Executive Directors to: 1) provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement and closing the achievement gap in tested grades; 2) serve as the lead of grade level ELA, Math, and Science Professional learning communities based upon school data reviews; 3) ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; 4) support the effective use of benchmarks, learning, and expectations; 5)

provide direct feedback measures to identified instructional staff to ensure accountability for all participants engaged in the educational process; and 6) support and promote a positive learning culture through job-embedded, real time provide coaching of identified instructional staff in the application of best practices for increasing student achievement and standards mastery.

Person Responsible: Kimberly Brown (brownk1@duvalschools.org)

By When: Ongoing

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

Increase overall reading proficiency to 50% or higher (specifically focusing on decreasing the number of Level 1 students). Kindergarten increase from 45%; 1st grade from 26%; and 2nd Grade from 22%

In order to increase the overall proficiency levels we must focus on the School Culture & Climate and then move into instructional practices. Our attendance for students in K-2 below 90% was 59%; Recruiting and retaining effective teachers for the school is also another vital component. Once attendance, recruitment and retention, behavior management are in place then we can ensure teachers are consistently using benchmarks to drive effective instructional practices at the level of cognitive complexity, implementing intervention programs with fidelity, and connecting real world life experiences (field experiences)

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

Increase overall reading proficiency from 17% to 50% or higher (specifically focusing on decreasing the number of Level 1 students in 4th and 5th grade). 3rd Grade from 17%; 4th Grade from 18%; and 5th grade from 15%

In order to increase the overall proficiency levels we must focus on the School Culture & Climate and then move into instructional practices. Our attendance for students in 3-5 below 90% was 63%; Recruiting and retaining effective teachers for the school is also another vital component. Once attendance, recruitment and retention, behavior management are in place then we can ensure teachers are consistently using benchmarks to drive effective instructional practices at the level of cognitive complexity, implementing intervention programs with fidelity, and connecting real world life experiences (field experiences).

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

Increase reading proficiency from:
Kindergarten 45% to 50%
1st Grade 26% to 50%
2nd Grade 22% to 50%
By providing weekly professional learning opportunities focused on planning and aligning student work and assessments to benchmarks/standards, and frequently analyzing and monitoring student data. Implementing reading interventions solely during the after-school program. Providing paraprofessional and tutor small group support during the day in the classroom. Utilizing supplemental resources to provide additional exposure and practice.

Grades 3-5 Measurable Outcomes

Increase reading proficiency from:
3rd Grade 17% to 50%
1st Grade 18% to 50%
2nd Grade 15% to 50%
By providing weekly professional learning opportunities focused on planning and aligning student work and assessments to benchmarks/standards, and frequently analyzing and monitoring student data. Implementing reading interventions solely during the after-school program. Providing paraprofessional and tutor small group support during the day in the classroom. Utilizing supplemental resources to provide additional exposure and practice.

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.

The area of focus will be monitored by having teachers complete exit tickets after weekly professional development opportunities (agenda & sign-in sheet). It will also be monitored through weekly walkthroughs conducted by administration, biweekly walkthroughs conducted by State support staff, and the weekly data reports reviewed.

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

Brown, Kimberly, brownk1@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 evidence-based practices that will be utilized are iReady, Amira, and LLI, Providing teachers with with weekly professional development using the materials from the Florida Center of Reading Research and What works Clearinghouse. All of this practices have been identified as evidence based practices and programs.

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?

When selecting the resources and programs I utilized the FCRR website, Evidence for ESSA and the What works Clearinghouse to determine its effectiveness. Based on these websites Amira (Strong), LLI (Strong), and, iReady (Moderate)

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
Professional Learning: Providing weekly professional learning opportunities focused on planning and aligning student work and assessments to benchmarks/standards, and using interventions with fidelity.	Brown, Kimberly, brownk1@duvalschools.org
Literacy Coaching: Providing literacy coaching cycles to support understanding and implementation of Tier 2 and Tier 3 interventions with the support of the state literacy team member	Brown, Kimberly, brownk1@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.

A printed copy of the SIP will be available to review in the main office and parent resource room. All SAC members are provided a copy of the plan in the SAC Folders. The Plan will also be available online for viewing throughout the year. In order to articulate the plan in parent friendly language short sheet (cheat sheet) will be developed to share with all stakeholders. During Open House and Title One Annual Meetings the budget will also be shared and reviewed. More information about SAC, SIP and Title I can be found at https://dcps.duvalschools.org/nle

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))

The school will continuously involve parents through monthly parent workshops. The parent resource room will be open daily with the support of the parent liaison to get the ongoing feedback and support from our parents. SAC meetings will be held monthly to review data and the school improvement plan. All community members and parents will receive information on the marquee, parent link, and via email in order to support the school's mission and vision. More information about SAC, SIP and Title I can be found at https://dcps.duvalschools.org/nle

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))

If teachers are consistently using benchmarks to drive effective instructional practices at the level of cognitive complexity, implementing intervention programs with fidelity, and connecting real world life

experiences (field experiences) aligned to the benchmarks then we will increase student achievement across all content areas (Reading, Math, & Science).

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))

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: Early Warning System				$62,650.93
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	1241 - Northwestern Legends Elementary	UniSIG	1.0	$20,500.00
			Notes: Paraprofessional Salary			
	5100	200	1241 - Northwestern Legends Elementary	UniSIG	1.0	$12,517.30
			Notes: Paraprofessional Benefits			
	6400	330	1241 - Northwestern Legends Elementary	UniSIG	1.0	$22,935.00
			Notes: Ron Clark Academy: April 18-19, 2024, Atlanta, GA, 11 participants x Registration $1050 x Airfare $550 x Hotel $485 + Rental Car $320			
	5100	510	1241 - Northwestern Legends Elementary	UniSIG		$4,198.63
			Notes: Office Supplies Includes the following items: Pencils, Composition notebooks, Crayons, Copy paper, Dry erase markers, Construction paper, Masking tape, Scissors, Staples, Markers, Scotch tape, Paper clips, Glue, Electric pencil sharpeners, Laminating pouches			
	5100	510	1241 - Northwestern Legends Elementary	UniSIG		$2,500.00
			Notes: PBIS School Store Materials & Supplies Includes the following items: Digital timers, Dry erase boards, Backpacks, Fidget toys			
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				$176,078.37
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	330	1241 - Northwestern Legends Elementary	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)			
	6400	130	1241 - Northwestern Legends Elementary	UniSIG	1.0	$79,413.00
			Notes: Supplemental Assistant Principal Salary			
	6400	200	1241 - Northwestern Legends Elementary	UniSIG	1.0	$31,916.08
			Notes: Supplemental Assistant Principal Benefits			
	5100	334	1241 - Northwestern Legends Elementary	UniSIG	1.0	$9,620.50
			Notes: ield Trip Admissions: St. Augustine Aquarium Gr1&3 180 students x $5/each; MOSH Gr2&4 185 students x $6.50/each; Children's Hands On Museum GrK 75 students x $5; Florida Theatre Gr2 85 students x $8.50/each; Diamond D Ranch GrK-2 235 students x $15/each			
	5100	390	1241 - Northwestern Legends Elementary	UniSIG	1.0	$10,200.00
			Notes: Field Trip Transportation: FAMU $3950; BCU $572.50; UNF $276.70; Aquarium $704.60; Diamond D $1174; Florida Theatre $254.30; MOSH $504.12; Children's Hands On $268.30; JU $257.10			
	5100	120	1241 - Northwestern Legends Elementary	UniSIG	1.0	$25,497.00
			Notes: Part-Time Teacher Salary: 5 hours a day/5 days a week			
	5100	200	1241 - Northwestern Legends Elementary	UniSIG	1.0	$5,606.79
			Notes: Part-Time Teacher Benefits			
	5900	150	1241 - Northwestern Legends Elementary	UniSIG		$9,000.00
			Notes: Tutor 1 Salary: Part-Time Tutor, 5 days/week, 5 hours/day for 120 days			
	5900	200	1241 - Northwestern Legends Elementary	UniSIG		$1,750.00
			Notes: Tutor I Benefits			
					Total:	**$238,729.30**

Budget Approval

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

No