

Duval County Public Schools

Jacksonville Heights Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	14
III. Planning for Improvement	19
IV. ATSI, TSI and CSI Resource Review	27
V. Reading Achievement Initiative for Scholastic Excellence	28
VI. Title I Requirements	31
VII. Budget to Support Areas of Focus	32

Jacksonville Heights Elementary School

7750 TEMPEST ST S, Jacksonville, FL 32244

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

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.

It is the mission of Jacksonville Heights Elementary to establish a safe and nurturing learning environment that promotes high level, quality instruction and services that meet the needs of the whole child in every classroom, every day.

Provide the school's vision statement.

The vision of Jacksonville Heights Elementary is to provide excellence for every student so that they have the skills necessary to become lifelong learners and productive citizens of the 21st century.

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
Glover, Candice	Principal	<ol style="list-style-type: none"> 1. Leads, directs, and manages school operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation of school reform initiatives. 2. Sets high expectations and standards for the academic and social development of all students. Utilizes data to monitor student achievement aligned to performance expectations. 3. Participates in the school performance review process to determine causes of low performance and implements appropriate strategies for school improvement. 4. 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. 5. Ensures a safe and secure learning environment through the systematic implementation of Positive Behavior Intervention Supports and other appropriate preventive strategies. 6. 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). 7. 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. 8. Administers managerial functions of the school to include efficient and strategic preparation of the school's budget in alignment with school performance initiatives, maintenance of the school facility, and other operational functions impacting student learning.
Kannada, Kharmayne	Assistant Principal	<ol style="list-style-type: none"> 1. 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.

Name	Position Title	Job Duties and Responsibilities
		<p>2. 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.</p> <p>3. Leads, directs, and manages operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation.</p> <p>4. Manages the organization, operations, facilities, and resources. Maximizes use of resources in an instructional organization. Promotes a safe, efficient, legal, and effective learning environment.</p> <p>5. Collaborates with families, businesses, volunteers, and community members; responds to diverse community interests and needs; works effectively within the larger organization; and mobilizes community resources.</p> <p>6. Collects and analyzes data for continuous school improvement.</p> <p>7. Plans and implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.</p> <p>8. Requisitions supplies, textbooks, and equipment; conducts inventories, maintains records, and checks on receipts for such material.</p> <p>9. Prepares and/or supervises the preparation of all required reporting documents, accounting procedures and budgetary expenditures relative to school operations.</p> <p>10. Performs other duties as assigned.</p>
Hodge, Tomia	Reading Coach	<p>1. Meets and instructs assigned classes in the locations and at times designated.</p> <p>2. Plans a program of study that, as much as possible, meets with the individual needs, interests, and abilities of the students. Prepares for assigned classes, and shows written evidence of preparation upon request of immediate superior.</p> <p>3. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.</p> <p>4. Supervises students in order to protect the students from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>5. Assesses the accomplishments of students on a regular basis and provides progress reports as required. Maintains accurate, complete, and correct records as required by law, District policy, and administrative regulation.</p> <p>6. Diagnoses the learning disabilities of students on a regular basis, seeking the assistance of District specialists as required. 7. Assists the administration in implementing all policies and/or rules governing student life and conduct and, for the classroom, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner. Encourages students to set and maintain standards of classroom behavior.</p> <p>8. Makes provision for being available to students and parents for education related purposes outside the instructional day when required or requested to do so under reasonable terms.</p> <p>9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads, evaluates their job performance.</p> <p>10. Lead professional development, common planning and serves on staff committees as required.</p> <p>11. Performs other duties as assigned</p>
Garner, Yolanda	Reading Coach	<p>1. Meets and instructs assigned classes in the locations and at times designated.</p> <p>2. Plans a program of study that, as much as possible, meets with the individual needs, interests, and abilities of the students. Prepares for assigned classes, and shows written evidence of preparation upon request of immediate superior.</p> <p>3. Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.</p> <p>4. Supervises students in order to protect the students from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.</p> <p>5. Assesses the accomplishments of students on a regular basis and provides progress reports as required. Maintains accurate, complete, and correct records as required by law, District policy, and administrative regulation.</p> <p>6. Diagnoses the learning disabilities of students on a regular basis, seeking the assistance of District specialists as required. 7. Assists the administration</p>

Name	Position Title	Job Duties and Responsibilities
		<p>in implementing all policies and/or rules governing student life and conduct and, for the classroom, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner. Encourages students to set and maintain standards of classroom behavior.</p> <p>8. Makes provision for being available to students and parents for education related purposes outside the instructional day when required or requested to do so under reasonable terms.</p> <p>9. Plans and supervises purposeful assignments for teacher aide(s) and/or volunteer(s) and, cooperatively with department heads, evaluates their job performance.</p> <p>10. Lead professional development, common planning and serves on staff committees as required.</p> <p>11. Performs other duties as assigned</p>
Perryman, Mariah	Math Coach	<p>1. Provides intensive instruction in mathematics to at-risk students in a one-on-one or small group setting.</p> <p>2. Identifies students who are at-risk of not meeting grade level mathematics proficiency by analyzing data from identified state and district formative and summative assessments, classroom grades, and Measures of Academic Progress (MAP), and other identified mathematics curricula based learning objectives.</p> <p>3. Coordinates with school Principal to develop a schedule of one-on-one or small group mathematics support, based upon analysis of current data, for identified at-risk students.</p> <p>4. Works closely with identified at-risk students' mathematics teacher to coordinate intervention program efforts that align with regular classroom instructional focuses to promote student success.</p> <p>5. Monitors and maintains accurate data and anecdotal records on student progress towards mathematics achievement goals. Articulates the students' response or progress to intervention of at-risk students weekly through a progress monitoring data base system.</p> <p>6. Lead professional development, common planning and serves on staff committees as required.</p> <p>7. Performs other duties as assigned</p>
Hampshire, Kenyana	School Counselor	<p>1. Designs and implements a data-driven, comprehensive guidance program to meet the academic, career, and social/personal needs of students at the school as outlined in the District School Counseling Plan. Supervises the maintenance and procedures regarding student records.</p> <p>2. Conducts classroom guidance activities focused on academic, career, and social emotional learning.</p> <p>3. Monitors each student's State Assessment requirements and course requirements for promotion and/or graduation.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>4. Implements, in conjunction with teachers and staff, the district career program to provide for students information on curriculum and specific programs; postsecondary opportunities; scholarships and financial aid; and career opportunities.</p> <p>5. Makes student referrals to school and community agencies and provides regular and appropriate feedback to teachers.</p> <p>6. Offers developmental and preventive individual and group counseling for all students.</p> <p>7. Conducts planned articulation and orientation program for feeder schools.</p> <p>8. Serves as a resource person for school staff on guidance-related activities and techniques.</p> <p>9. Coordinates district/community counseling services conducted in the school, including the services of the student services team that serves the school.</p> <p>10. Provides students, parents, and teachers with appropriate and necessary support, consultative services, and training.</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.

At our last SAC and Shared Decision-making meeting, we reviewed all data points and determined that we had growth but needed to continue the work to see continued growth in school culture and climate, science, ELA, and math. Math is our most significant concern. Also, for the 22-23 school year, we had 20% of our classes with subs or support personnel. We have 30% of our staff new to Jacksonville Heights through natural attrition, transfers, and resignations.

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 monitored through monthly data dives in common planning, instructional reviews and state monthly meetings.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5

Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	85%
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) Multiracial Students (MUL)* 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	9	11	11	12	5	3	0	0	0	51	
One or more suspensions	8	11	4	14	10	11	0	0	0	58	
Course failure in English Language Arts (ELA)	1	4	0	1	4	0	0	0	0	10	
Course failure in Math	0	4	0	1	0	0	0	0	0	5	
Level 1 on statewide ELA assessment	0	0	0	43	48	41	0	0	0	132	
Level 1 on statewide Math assessment	0	0	0	37	60	36	0	0	0	133	
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	0	0	0	0	0	0	

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	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	63	45	34	0	0	0	142	
Level 1 on statewide Math assessment	0	0	0	56	43	37	0	0	0	136	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	8	5	9	16	14	27	0	0	0	79

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) Updated (pre-populated)

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in 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	63	45	34	0	0	0	142	
Level 1 on statewide Math assessment	0	0	0	56	43	37	0	0	0	136	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	8	5	9	16	14	27	0	0	0	79

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	

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*	32	48	53	30	50	56	23		
ELA Learning Gains				46			37		
ELA Lowest 25th Percentile				33			33		
Math Achievement*	33	58	59	40	48	50	32		
Math Learning Gains				54			56		
Math Lowest 25th Percentile				41			41		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	52	52	54	26	59	59	14		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress	53	54	59	69			48		

* 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	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	203
Total Components for the Federal Index	5
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	339
Total Components for the Federal Index	8
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	4	Yes	4	3
ELL	30	Yes	1	1
AMI				
ASN				
BLK	35	Yes	4	
HSP	42			
MUL	38	Yes	2	
PAC				
WHT	46			
FRL	36	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	3	2
ELL	41			
AMI				
ASN				
BLK	28	Yes	3	1
HSP	50			
MUL	25	Yes	1	1
PAC				
WHT	55			
FRL	41			

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	32			33			52					53
SWD	5			3							2	
ELL	18			18							3	53
AMI												
ASN												
BLK	31			34			45				4	
HSP	32			29			50				5	54
MUL	42			33							2	
PAC												
WHT	30			33			75				3	
FRL	27			28			47				5	50

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	30	46	33	40	54	41	26					69
SWD	11	20	17	20	31	8	22					
ELL	20	40		33	74		9					69
AMI												
ASN												
BLK	24	41	24	32	43	23	8					
HSP	29	52		42	72		38					68
MUL	18	20		38								
PAC												
WHT	45	61		53	63		54					
FRL	27	43	33	35	51	41	26					71

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	23	37	33	32	56	41	14					48
SWD	8	11		10	53		0					
ELL	14	46		29	62		9					48

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	20	31	27	27	50	38	9					
HSP	28	47		41	53		20					52
MUL	31			40								
PAC												
WHT	23			37								
FRL	21	32	35	29	55	40	9					45

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	31%	47%	-16%	54%	-23%
04	2023 - Spring	33%	50%	-17%	58%	-25%
03	2023 - Spring	30%	46%	-16%	50%	-20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	36%	59%	-23%	59%	-23%
04	2023 - Spring	22%	58%	-36%	61%	-39%
05	2023 - Spring	43%	52%	-9%	55%	-12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	48%	-2%	51%	-5%

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.

The math showed the lowest performance. The most significant contributing factor was the need for more consistent teachers. In 2021-2022, the math proficiency rate was 40%, dropping 4% in 2022-2023. All the math teachers left the school for the 2022-2023 school year. We had two vacancies in 5th-grade math until December. The Math Interventionist/Coach served in a teacher capacity, which limited opportunities for teacher development. New teachers needed more assistance understanding the benchmarks, lesson development, and instructional delivery.

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

The math showed the greatest decline. The most significant contributing factor was the need for more consistent teachers. In 2021-2022, the math proficiency rate was 40%, dropping 4% in 2022-2023. All the math teachers left the school for the 2022-2023 school year. We had two vacancies in 5th-grade math until December. The Math Interventionist/Coach served in a teacher capacity, which limited opportunities for teacher development. New teachers needed more assistance understanding the benchmarks, lesson development, and instructional delivery.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The state proficiency is 55%, the school proficiency rate is 34%, and the difference was 21 percentage points. All the math teachers left the school for the 2022-2023 school year. We had two vacancies in 5th-grade math until December. The Math Interventionist/Coach served in a teacher capacity, which limited opportunities for teacher development. New teachers needed more assistance understanding the benchmarks, lesson development, and instructional delivery.

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

Science demonstrated the most improvement. It increased by 24 percentage points. We provided additional professional development that centered around instructional delivery. Also, during professional development, we conducted in-depth standards alignment through tasks and assessments.

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

In 2021-2022 SWD was a major area of concern. Only 18% of the students were proficient.

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

1. Math and ELA understanding the benchmark. We lost 33% of our staff to natural attrition, transfers, and resignation. We are fully staffed, with 22% being new. We will need an Interventionist/Coach to provide coaching cycles
2. School Culture and Climate - We demonstrated improvement based on the results of the 5 essential surveys. Due to the number of new staff members, we must continue the strategies that helped improve our culture and climate.

3. Science increased by 24%. We have a new science teacher in 5th grade and need to provide in-depth training.

Area of Focus

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

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

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

All teachers will consistently implement standards-aligned instruction/remediation, tasks, and assessments. 33% of K-5th grade teachers are new to the school and new to BEST standards. Novice teachers and veteran teachers will attend professional development and complete coaching cycles to create standards-aligned instruction/remediation, utilize data and benchmarks/standards to drive effective differentiated instructional practices at the level of cognitive complexity, implement intervention programs with fidelity and connecting real-world life experiences (field experiences) that are aligned to the benchmarks/standards. We will increase student achievement across all content areas.

Measurable Outcome:

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

:100% of teachers will engage in effective planning procedures, coaching cycles and implementation of standards-based instruction.

Reading Achievement increase from 32% to 40%

Math Achievement increase from 33% to 45%

Reading Growth 65%

Math Growth 65%

Science Achievement increases from 50% to 60%

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, i-Ready data, progress monitoring assessments, and facilitate tiered common planning sessions weekly with each grade level.

Person responsible for monitoring outcome:

Candice Glover (gloverc@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 focused on standards-based planning that includes but is not limited to analyzing BEST standards, reviewing standards-based walk-through data, aligning assessments/assignments to standards, analyzing student work and data, 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 that focuses on standards based instruction, align assessments/activities to standards, analyze student data to determine misconceptions, develop remediation activities, 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 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 Summer 2024

Person Responsible: Candice Glover (gloverc@duvalschools.org)

By When: June 2024

Teachers will actively participate in weekly standards-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. This initiative will address ESSA Subgroups (SWD, BLK).

Person Responsible: Candice Glover (gloverc@duvalschools.org)

By When: On going

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 the Instructional Support 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. This initiative will address ESSA Subgroups (SWD, BLK).

Person Responsible: Candice Glover (gloverc@duvalschools.org)

By When: On Going

Standards-based small group instruction for targeted students in subgroups will be provided to the Instructional Support Team, which includes reading interventionists, math interventionist, K-2 Interventionist, media specialists, content district Specialists, City Year, and assigned paraprofessionals. This initiative will address ESSA Subgroups (SWD, BLK).

Person Responsible: Candice Glover (gloverc@duvalschools.org)

By When: On Going

Title 1 and UniSig funds will be utilized to purchase supplemental positions (paraprofessionals, interventionists, parent liaison, 50% librarian, and tutors), field experiences for students (Kennedy Space Center, Diamond D, Zoo, Jacksonville River Keepers, MOSH) software licenses (Flocabulary, IXL, i-Ready, Typing.com) additional technology (laptops, mice, headphones, thermal roll laminator, 3D printer), and academic resources, materials, and supplies (storeroom order, i-Ready workbooks, mastery education) for the classrooms.

Person Responsible: Candice Glover (gloverc@duvalschools.org)

By When: October 2023

Supplemental Programs - i-Ready Diagnostic and Instruction (toolkit) - 300 student licenses. Diagnostic and instruction can provide differentiated instruction to meet the deficit areas exhibited in reading and math. Allows for Tier 2 and Tier 3 instruction based on the data. This initiative will address ESSA Subgroups (SWD, BLK).

Person Responsible: Candice Glover (gloverc@duvalschools.org)

By When: October 2023

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: Candice Glover (gloverc@duvalschools.org)

By When: Ongoing

Teachers will receive training on how to implement accommodations with fidelity to improve achievement with SWD. SWD have underperformed for the past three years

Person Responsible: Kenyana Hampshire (hampshirek1@duvalschools.org)

By When: Ongoing

#2. 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 2021-2022 attendance data, our ADA (Attendance Daily Average) was 84%, and 165 days were suspensions. 2022-2023, our ADA increased to 87%, but suspensions increased to 252 days. According to our 5 Essential Survey, collective responsibility was among the lowest areas in 2021-2022. It increased in 2022-2023, but it is still an area of concern. Both students and teachers need a sense of belonging and togetherness.

Measurable Outcome:

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

The average daily attendance rate will increase by 5% to ensure student achievement. The number of suspension days will decrease by 40%.

Monitoring:

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

This area will be monitored weekly through Focus data reports with the support of the school counselor. Suspensions and referrals will be monitored through monthly PBIS meetings and Focus data reports.

Person responsible for monitoring outcome:

Kenyana Hampshire (hampshirek1@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.)

To ensure our daily average attendance rate increases and the number of suspensions days decreases, we will implement the House System to foster positive relationships with students and teachers. We will have weekly and monthly incentives through the house system as described in our PBIS plan.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

If we provide students opportunities to participate in a positive collaborative space with extracurricular activities such as but not limited to legos, EVO bot coding, drones, gardening, culinary, sports, and dance with peers and teachers (House System), attendance and suspension rate will improve. Also, if we recognize students and houses with tangible and nontangible incentives weekly and monthly, it will, in turn encourage chronic absenteeism students to attend school and motivate positive behavior, resulting in fewer suspensions.

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.

We will take the leadership team and 8 teacher leaders to the Ron Clark Academy for professional development on improving school culture with peers and students through immersive learning experience

where teachers can observe classes and participate in dynamic workshops that will encourage academic excellence, foster authentic relationships, and ensure a climate and culture where all teachers and students thrive. (Travel, Hotel, Air). Along with celebrating students, we will celebrate teacher accomplishments (attendance, student data, instructional delivery)

Person Responsible: Candice Glover (gloverc@duvalschools.org)

By When: May 2024

Teacher and student Incentives - Activities will be held monthly in order to build a positive school culture and environment:

Person Responsible: Candice Glover (gloverc@duvalschools.org)

By When: May 2024

"In The House Day" - Teachers and students will meet with their houses to build relationships with teachers and students from all grade levels. Each house will have a theme, and teachers and students will have activities related to their theme. Themes include but are not limited to legos, drones, evo coding, gardening, sports, dance, culinary and chorus.

Person Responsible: Kenya Hampshire (hampshirek1@duvalschools.org)

By When: On Going

#3. 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.

Jacksonville Heights Elementary School's teacher retention rate in 21-22 was 50%, and in 2022-2023, it was 13% of filled positions. Vacancies were held in (K) two, (2nd) two, (ESE) one, (interventionist) two, (4th) one, and (5th) two, and a school counselor for over half of the entire school year. Our critical need area is retaining teachers.

Measurable Outcome:

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

Increasing the teacher retention rate from 50% to 90%.

Monitoring:

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

Teacher quarterly surveys; District yearly survey (5 Essentials Survey); Informal and formal observations

Person responsible for monitoring outcome:

Candice Glover (gloverc@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 focused on standards-based planning that includes but is not limited to professional readings, professional development opportunities, teacher incentives showing appreciation, and immediate observational feedback. If we intrinsically and extrinsically motivate, empower, and equip teachers with the necessary skills to provide every child, every day, with high-quality instruction, then we will meet our school-wide goals of at least 45% proficiency in math and reading and 60% in science while increasing the teacher retention rate from 50% to 90%

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Provide weekly professional learning focused on standards-based planning that includes but is not limited to professional readings, professional development opportunities, teacher incentives showing appreciation, and immediate observational feedback. If we intrinsically and extrinsically motivate, empower, and equip teachers with the necessary skills to provide every child, every day, with high-quality instruction, then we will meet our school-wide goals of at least 45% proficiency in math and reading and 60% in science while increasing the teacher retention rate from 50% to 90%

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.

Provide weekly professional learning focused on standards-based planning.

Person Responsible: Candice Glover (gloverc@duvalschools.org)

By When: Ongoing

Saturday professional development delving deeper into benchmarks and benchmark alignment in ELA and math.

Person Responsible: Candice Glover (gloverc@duvalschools.org)

By When: Ongoing

Teacher incentives based on attendance in professional development, daily attendance, and student achievement.

Person Responsible: Candice Glover (gloverc@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 reading proficiency to 50% or higher (explicitly focusing on increasing the number of proficient students.

Kindergarten increase from 53% - 60%; 1st grade from 36%- 50%; and 2nd Grade from 29% to 45%

We must focus on instructional practices and recruiting and retaining effective teachers for the school.

Currently, 66% of our K-2 teachers are new to the school with less than two years of experience.

Through common planning and professional development with adequate support personnel with a proven record of improvement. We will ensure teachers

are consistently using benchmarks and benchmark alignment to drive effective instructional practices at the level of cognitive complexity.

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

Increase reading proficiency to 45% or higher (explicitly focusing on increasing the number of proficient students.

Increase 3rd from 30% - 45%; 4th from 33%- 45%; and 5th Grade from 31% to 45%. We must focus on the School Culture and climate, instructional practices, attendance, and recruiting and retention to increase the overall proficiency levels. Our attendance for students in grades 3 - 5 who missed 20+ days is 42%. We address attendance, recruitment, retention, Culture and Climate, and instructional practices through teachers participating in weekly and monthly common planning and professional development with highly effective support personnel with a proven record of improvement. We will ensure teachers consistently use benchmarks and benchmark alignment to drive effective instructional practices at the level of cognitive complexity.

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 53% to 55%

1st Grade 36% to 50%

2nd Grade 29% to 45%

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 30% - 45%

1st Grade 33% - 45%

2nd Grade 31% - 45%

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 the 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.

Glover, Candice , gloverc@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 are iReady, UFLI, and Amira. Teachers will participate in weekly and monthly professional development using the Florida Center of Reading Research and What Works Clearinghouse materials. All of these 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), iReady (Strong), and UFLI has not been rated but is based on the Science of Reading.

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 and monthly (Saturday) professional learning opportunities focused on planning and aligning student work and assessments to benchmarks/standards, and using interventions with fidelity.	Glover, Candice , gloverc@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	Glover, Candice , gloverc@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.

We will advertise on the school website and communicate in the weekly newsletter (English, Spanish, and Haitian Creole). We will communicate through Bloomz as well.

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))

<https://dcps.duvalschools.org/jhe>

We will utilize our Parent Liaison to meet monthly with parents and provide materials and resources that are available to parents.

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)

Provide weekly professional learning focused on standards-based planning that includes but is not limited to analyzing BEST standards, reviewing standards-based walk-through data, aligning assessments/assignments to standards, analyzing student work and data, frequently providing feedback, and monitoring student progress.

We will extend learning through our before and after care programs.

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))

We have a community education program. To assist our ELL parents and students, We utilize our ESOL partners as instructors and align learning topics with the needs of our ELL students.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

We are a full-service school with a full-service therapist on site. We are participating in the See the Girls mentoring program.

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

N/A

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

We are a full-service school with a full-service therapist on site. We are participating in the See the Girls mentoring program. We have MTSS, PBIS, and AIT teams that will meet monthly to address problem behaviors and implement early interventions so that we are proactive, not reactive

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Staff will attend weekly professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$207,997.73
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	330	2291 - Jacksonville Heights Elementary School	UniSIG	0.0	\$3,075.00
			Notes: BSI Conference: June 2023, Orlando, FL, 3 participants x \$650 (hotel), 3 participants x \$175 (travel), 3 participants x \$200 (per diem)			
	7300	110	2291 - Jacksonville Heights Elementary School	UniSIG	1.0	\$79,413.00
			Notes: Supplemental Assistant Principal Salary			
	7300	200	2291 - Jacksonville Heights Elementary School	UniSIG	1.0	\$31,916.08
			Notes: Supplemental Assistant Principal Benefits			
	5900	120	2291 - Jacksonville Heights Elementary School	UniSIG		\$11,000.00
			Notes: Before & After School Tutoring: Gr2-5 Math, ELA & Science for 100 students, 11 teachers x 3hrs/wk x \$24/hour x 13 weeks			
	5100	510	2291 - Jacksonville Heights Elementary School	UniSIG		\$21,597.47
			Notes: Supplemental Blended Learning Licenses: IXL Math: Gr2-5, 400 licenses = \$5,395.00; Flocabulary: GrK-5, \$138/year x 30 teachers = \$4,140; iReady: Gr3-5, school license @\$12,145.60			
	5100	510	2291 - Jacksonville Heights Elementary School	UniSIG		\$17,375.00
			Notes: Field Trip Admissions: Diamond D Ranch: 275 GrK-2 students x \$15/each = \$4,125, MOSH: 250 Gr3-5 students x \$14 = \$3500, Kennedy Space Center: 150 Gr4-5 students x \$65 = \$9750, Jacksonville Zoo: 500 K-5 students = FREE			
	5100	510	2291 - Jacksonville Heights Elementary School	UniSIG		\$12,668.02
			Notes: Office Supplies Includes the following items: Sharpie markers, Paper cutter, Magnetic reading wands, Printer ink cartridges, Inspirational posters, Mobile white board, Pens, Laminating film rolls, Storage pockets, Utility cart, Wagon, Dry erase boards/paper, Learning carpets, Mobile whiteboards, Lanyards & badge holders, Traffic cones, Chair pocket storage, Sandwich bags, Art kits, Dry erase boards, Electric pencil sharpeners, Pencils, Bulletin board boarder, Sticky notes, Dry erase markers, Staplers, Paint & brushes, Correction tape, Desk privacy boards, Answer buzzers, Permanent markers, Printer ink refills, Copy paper, Poster paper, Easel pads, Composition notebooks, Batteries, Flexible seating			
	6100	644	2291 - Jacksonville Heights Elementary School	UniSIG		\$14,432.00
			Notes: Student Laptops: 22 items x \$656/each = \$14,432			
	5900	200	2291 - Jacksonville Heights Elementary School	UniSIG		\$2,192.91
			Notes: Tutoring Benefits			
	7800	390	2291 - Jacksonville Heights Elementary School	UniSIG		\$7,626.28
			Notes: Field Trip Transportation: Diamond D @\$276.70, MOSH @\$276.70, Jacksonville Zoo @\$1,174, St. Johns River Keepers @\$581.40, Kennedy Space Center @\$5,317.48			

	6100	644	2291 - Jacksonville Heights Elementary School	UniSIG		\$6,701.97
			Notes: Technology Equipment: Laminator @\$2399.97, EVO Coding Bots @\$2990, Drones @\$1,312			
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$35,587.98
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	333	2291 - Jacksonville Heights Elementary School	UniSIG		\$20,920.00
			Notes: Ron Clark Academy: Sept 28-29 and Jan 18-19; Atlanta, GA; Registration 12 participants x \$1050/person = \$11,550; Hotel 12 participants x \$370/person = \$4070; Travel 12 participants x \$300/person = \$3300, Van Rental @\$2000			
	5100	510	2291 - Jacksonville Heights Elementary School	UniSIG		\$10,823.00
			Notes: PBIS Ron Clark House System Implementation Materials and Supplies Includes the following items: Novelty pencils, Student finance manipulatives/checks/money, Origami kit, Hot glue gun, Colored pencils, Construction paper, Railroad boards, Fidget toys, Utility cart, Mobile dry erase/magnetic boards, Pencils			
	5100	648	2291 - Jacksonville Heights Elementary School	UniSIG		\$3,844.98
			Notes: 3D Printer @\$3844.98			
3	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment				\$4,798.08
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	120	2291 - Jacksonville Heights Elementary School	UniSIG		\$4,032.00
			Notes: Saturday Professional Development: Dates Sept. 9, Oct. 21, Jan. 20; 14 teachers x 4 hours/day x 3 days			
	6400	200	2291 - Jacksonville Heights Elementary School	UniSIG		\$766.08
			Notes: Saturday Professional Development: Benefits @19%			
Total:						\$248,383.79

Budget Approval

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

No