



---

## Table of Contents

---

<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>9</b>
<b>III. Planning for Improvement</b>	<b>13</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>17</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>0</b>
<b>VI. Title I Requirements</b>	<b>17</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>19</b>

## Alden Road Excep. Student Center

11780 ALDEN RD, Jacksonville, FL 32246

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

### 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 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
Blitch, Joseph	Principal	Supporty all operations of the school with the support of the Leadership Team.
Baine, Donna	Assistant Principal	Supporty all operations of the school with the support of the Leadership Team.
Comberg, Lorrie	Other	Supporty all operations of the school with the support of the Leadership Team.

**Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process for involving stakeholders on a school level, including input from the leadership team, teachers and school staff includes anonymous staff surveys to gauge culture and climate, weekly PLC meetings to discuss common goals and visions with short and long term timelines as well as monthly staff meetings. Input from community partners including stakeholders and parents is solicited through anonymous surveys, Open House, Parent Teacher conferences as well conferencing with our community partners as needed. Monthly SAC meetings are open to anyone interested in participating with opportunities to provide feedback as well as share information on the long and short term goals of the school. A midyear stakeholder meeting is held annually to report out on the progress the school is making toward the established goals in School Improvement Plan

**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))

Goals defined in the SIP are monitored on a consist basis through progress monitoring and classroom visits to ensure growth is being made to reach all targets. Weekly data chats are utilized to gauge the effectiveness of all strategies being implemented in the classroom and adjustments to instruction are made as needed.

**Demographic Data**

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	Special Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	49%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	53%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	CSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	
<b>School Improvement Rating History</b>	2021-22: MAINTAINING 2020-21: MAINTAINING 2018-19: UNSATISFACTORY 2017-18: MAINTAINING
<b>DJJ Accountability Rating History</b>	

**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	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 English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

**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	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	0
Students retained two or more times	0	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	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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

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



**The number of students identified retained:**

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

**Prior Year (2022-23) Updated (pre-populated)**

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

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

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

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

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

**The number of students identified retained:**

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

**II. Needs Assessment/Data Review**

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

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	6	46	50	7	45	51	4		
ELA Learning Gains				38			33		
ELA Lowest 25th Percentile									
Math Achievement*	4	44	38	12	37	38	7		
Math Learning Gains				61			41		
Math Lowest 25th Percentile									
Science Achievement*		62	64	0	43	40			
Social Studies Achievement*	7	66	66	0	53	48	6		
Middle School Acceleration					52	44			
Graduation Rate	100	88	89	100	50	61	100		
College and Career Acceleration	0	77	65	0	63	67	0		
ELP Progress		37	45						

\* 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	23
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	117
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	100

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	27

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	218
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	100

**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	23	Yes	4	4
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	9	Yes	4	4
FRL	0	Yes	4	4

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	27	Yes	3	3
ELL				
AMI				
ASN				
BLK				
HSP				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	21	Yes	3	3
FRL	9	Yes	3	3

**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	6			4				7		100	0	
SWD	6			4				7		0	5	
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	11			6							2	
FRL	0			0							2	

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	7	38		12	61		0	0		100	0	
SWD	7	38		12	61		0	0		100	0	
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK												
HSP												
MUL												
PAC												
WHT	11	29		17	50		0					
FRL	0	20		8								

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	4	33		7	41			6		100	0	
SWD	4	33		7	41			6		100	0	
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	8	33		6	50					100	0	
FRL	0	27		8						100	0	

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

**III. Planning for Improvement**

**Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year’s low performance and discuss any trends.**

Based on 22-23 Geometry data, 0% of Alden Road students scored in the proficiency range. Contributing factors include the following: Many students face challenges with communication, behavior, lack of prescriptive data needed to design relevant learning opportunities that address specific needs of individual students and many students lack necessary background knowledge in content areas.

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

Based on 22-23 Geometry data, 0% of students scored in the proficient range. The previous year, 15% of students scored in the proficient range. Contributing factors include the following: Many students face challenges with communication, behavior, lack of prescriptive data needed to design relevant learning opportunities that address specific needs of individual students and many students lack necessary background knowledge in content areas.

**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 data component with the greatest gap between state data was 10th grade ELA. Trends that contributed to this were barriers in prerequisite skill needed to match the rigor of the state standards and communication barriers.

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

Based on 22-23 ELA data, 46% of students scored in the proficient/developing range. Actions taken to support this improvement include, the use of the Attainment Curriculum, deliberate connections with IEP goals, appropriate frameworks for all students being served at Alden Road as well as a focus on communication strategies designed to improve individual students ability to articulate their learning and become more active participants in the learning process.

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

One potential area of focus will be student attendance . Monitoring of attendance will be a priority and school as well as district based resources will be utilized to ensure barriers to attendance are addressed.

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

An emphasis will be placed on (1) common planning with Instructional Leads to continue to facilitate a deeper understanding of learning standards as well as learning arcs. (2) Professional Development opportunities will include increased opportunities for teachers to observe model classrooms and learning sessions related to the Attainment and Boardmaker curriculum.

### **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 Student Engagement**

**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.

A critical area of focus for the majority of students at Alden Road is engagement. Due to communication barriers, many students face challenges with expressing wants and needs, articulating their thinking and understanding of learning concepts and actively participating in collaborative learning groups and independent (with supports) learning activities. We will also focus on a more deliberate monitoring of off task/disruptive behaviors to identify antecedents to the behavior. This strategy will allow our behavior team along with teachers to develop prescriptive behavior plans to address needs.

**Measurable Outcome:**

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

With the strategic implementation of communication practices, students will increase the frequency of attempts to articulate wants and needs and actively participate in all learning activities, increasing the level of engagement throughout all learning experiences.

**Monitoring:**

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

Monitoring for desired outcome will include progress monitoring to accurately gauge student mastery of the learning concepts, frequent focus walks to monitor effective implementation of instruction and the use of PLC meetings to provide staff PD on effective engagement strategies.

**Person responsible for monitoring outcome:**

Joseph Blich (blitchj@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.)

Utilization of Core Boards/Core Vocabulary to support a whole language approach to communication. Title I funds will be utilized to purchase laminate to increase the capacity for communication among our students and address individualized student needs per their IEP's. Additional curriculum resources have been purchased through school funds to support student learning in all core academic areas. Specific training will be provided to staff on lesson implementation utilizing new resources during early return.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The strategy was identified based on current student performance data, staff feedback and observation of classroom instruction during focus walks.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

***No action steps were entered for this area of focus***

**#2. 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.

Based on historic teacher shortages, Alden Road has been understaffed with 2 or more teacher vacancies for the 2022-2023 school year.

**Measurable Outcome:**

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

Alden Road will be fully staffed (Teachers) throughout the 2023-2024 school year.

**Monitoring:**

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

The area of focus will be monitored by having reset conversations with new teachers, reviewing feedback from the 5E's survey as it relates to school climate and culture with an actionable plan to implement change as well as monthly staff recognition activities that will contribute to a positive school culture.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Intervention:**

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

Reset conversations with level 2 teachers. will ensure educators new to the field will have the opportunity to express supports needed for a successful work experience.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

This strategy will ensure educators new to the field will have the opportunity to express supports needed for a successful work experience.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

***No action steps were entered for this area of focus***



## CSI, TSI and ATSI Resource Review

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

School Improvement funding allocations will be monitored by the SAC team as well as the school administration with representation across all employee categories within the school. A needs assessment to determine how funds will be distributed to support student achievement will be monitored by each group.

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

The SIP will be made available, disseminated, and updated through the DCPS website, the Title 1 parent resource area, the School Advisory Counsel meetings, Title 1 Annual Meeting, Open House, social media, and copies readily available in the front office. The methods listed above will but updated as progress is made on the SIP.

Our website is: <https://dcps.duvalschools.org/domain/5821>

**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))

In order to develop positive relationships and open communication with parents/families, communication folders are used daily by the classroom teacher to share information directly with parents and families, providing updates on student progress or concerns. Social media and flyers are utilized to inform parents/families and community agencies regarding upcoming events. Community agencies are invited to multiple events throughout the year to provide families information regarding services available in the community such as Vocational Rehabilitation and Agencies for Persons with Disabilities.

Family Engagement Plan can be found at the following website: <https://dcps.duvalschools.org/Page/33778>

**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)**

Begin the work of developing more appropriate frameworks for all students being served at Alden Road as well as a focus on communication strategies designed to improve individual students' ability to

articulate their learning to increase active engagement. By implementing these strategies, teachers will have a better gauge of student understanding of knowledge of the content. By improving the process for tracking student data, teachers will have the ability to design individualized/prescriptive learning experiences for students that will be implemented through center rotations and small group learning cohorts. Developing frameworks will support purposeful instruction in the classroom that is rigorous and aligned with the standards. Communication strategies will be supported using high and low tech. strategies and all staff will be trained on the implementation of the strategies.

**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))**

Alden Road services students with cognitive and physical disabilities that qualify them for state programs to include Medicaid, Agencies for Persons with Disabilities and Vocational Rehabilitation.

### **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))**

All staff are trained in Youth Mental Health First Aid and ALERT for addressing student wellness. Each student has an Individualized Educational Plan which addresses social/emotional skills and goals to work towards. DCPS provides full service counseling for students in need of counseling services. Alden participates in the Connecting thru Music program which provides music therapy for students needing extra supports.

**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))**

Alden Road partners with Easter Seals of Central Florida to implement a Hospitality Management program which provides training in the hospitality field. Transition students are provided an opportunity to participate in the Alden Road Culinary Program which focuses on working towards a Safe Serv certification in order to gain employment in the food service industry. Alden Road participated in the Project Search program which provides opportunity for students to learn on-the-job training skills at UNF. Transition classrooms participate in School Based Enterprises where students vocational and independent living skills are developed in order to support classroom businesses.

**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).**

Provide staff training in de-escalation strategies in order to be successful in addressing student behavior. Implement communication systems for students to articulate wants and needs, and engage in the learning activity. Continue to utilize the schoolwide behavior plan/rules. Develop functional behavior assessments and positive behavior plans for students in need of an individualized plan. Title I funds will be utilized to purchase laminate materials to support student communication. Funds will also be used to

purchase smart carts to assist in the development of communication skills to support a reduction in problem behaviors.

**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))**

An emphasis will be placed on common planning with Instructional Leads to continue to facilitate a deeper understanding of standards. (Terrific Tuesday) Professional Development strategies will include increased opportunities for teachers to observe model classrooms and learning sessions related to the Attainment and Boardmaker curriculum. Paraprofessionals will participate in professional development opportunities each month with a focus on student achievement and effective instructional/behavior strategies.

**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: Student Engagement	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
<b>Total:</b>			<b>\$0.00</b>

**Budget Approval**

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

No