

Duval County Public Schools

Windy Hill Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Windy Hill Elementary School

3831 FOREST BLVD, Jacksonville, FL 32246

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Windy Hill is to grow leaders one child at a time.

Provide the school's vision statement.

The vision of Windy Hill Elementary School is to be a learning community where everyone is expected to have high goals, work hard, and achieve success.

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
Harris, Lecreshia	Principal	<ul style="list-style-type: none"> * Instructional leader/teacher of the learning community * Facilitates sessions working with staff, students, and families to achieve the school's vision * Leads and monitors the implementation of standards-based education through weekly common planning sessions * Communicates the school's vision, mission, and priorities to the community * Sets annual learning gains, school improvement goals, and other targets to increase student achievement from grade of current grade of a "C" to a higher grade * Supervises all school improvement teams for compliance and effectiveness * Utilizes all data points as a component of planning for instructional and operational improvement * Provides differentiated professional development for all stakeholders based on needs to increase student achievement * Uses financial resources and capital goods and services to support school priorities * Develops and maintain good public relations between school and community * Organizes effective use of the services of both certificated and non-certificated personnel * Manifests a professional code of ethics and values * Develops a personal code of ethics embracing diversity, integrity, and the dignity of all people.
Hiltbrand, Holli	Assistant Principal	<ul style="list-style-type: none"> * Observes and evaluates the implementation of standards-based instruction * Collects data and analyzes all data points to make effective instructional decisions * Leads and participates in professional development sessions * Leads PBIS team with a focus on tracking and monitoring discipline referrals * Leads PBIS team through professional development efforts to develop interventions and strategies to help decrease referrals and improve overall behavior * Collaborates with the school-based MTSS team, in conjunction with the school psychologist, guidance counselor and school social worker to identify students who are "at risk" based on social history, academics attendance, and other Early Warning Indicators. * Develop a personal code of ethics embracing diversity, integrity, and the dignity of all people
Bachelor, Malinda	Reading Coach	<ul style="list-style-type: none"> * Supports and models for teachers as they enhance their content knowledge in the area of Reading and

Name	Position Title	Job Duties and Responsibilities
		<p>pedagogy.</p> <ul style="list-style-type: none"> * Assists teachers with developing instructional strategies that will help students use and continue to build their literacy skills through content learning. * Analyzes data in order to provide professional development and technical support for teachers and staff regarding data management and instruction. * Visits classrooms daily as assigned by the principal to track and monitor implementation of standards-based instruction. * Assists teachers with maximizing their CAST (evaluation) score in all domains * Reviews and updates the School Improvement Plan (SIP) quarterly as needed. * Plans and facilitates family nights * Assists the principal with other instructional duties that will increase student achievement
Oxendine, Christina	Math Coach	<ul style="list-style-type: none"> * Supports and models for teachers as they enhance their content knowledge in the area of Math and pedagogy. * Assists teachers with developing instructional strategies that will help students use and continue to build their literacy skills through content learning. * Analyzes data in order to provide professional development and technical support for teachers and staff regarding data management and instruction. * Visits classrooms daily as assigned by the principal to track and monitor implementation of standards-based instruction. * Assists teachers with maximizing their CAST (evaluation) score in all domains * Reviews and updates the School Improvement Plan (SIP) quarterly as needed. * Plans and facilitates family learning nights * Assists the principal with other instructional duties that will increase student achievement.

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.

Stakeholders were invited to attend summer school improvement plan development meetings. During SAC meetings, we review and discuss the school improvement goals.

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))

Leadership will monitor SIP goals in classroom walk-throughs based on the professional development goals set by grade-level groups in weekly common planning meetings. Student data will be pulled regularly to monitor academic improvement, focused on groups of students with the greatest achievement gaps.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	86%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
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: C 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	0	44	51	26	43	25	0	0	0	189	
One or more suspensions	1	6	7	12	7	10	0	0	0	43	
Course failure in English Language Arts (ELA)	0	0	0	1	1	1	0	0	0	3	
Course failure in Math	0	0	0	0	1	0	0	0	0	1	
Level 1 on statewide ELA assessment	0	0	0	0	51	39	0	0	0	90	
Level 1 on statewide Math assessment	0	0	0	0	35	37	0	0	0	72	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	38	68	53	0	0	0	0	0	171	

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	24	0	0	0	0	0	0	0	24

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	1	0	1	1	0	0	0	0	3
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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	20	49	24	36	15	32	0	0	0	176	
One or more suspensions	0	3	6	3	6	5	0	0	0	23	
Course failure in ELA	0	0	1	0	1	0	0	0	0	2	
Course failure in Math	0	0	0	0	1	0	0	0	0	1	
Level 1 on statewide ELA assessment	0	0	0	8	29	25	0	0	0	62	
Level 1 on statewide Math assessment	0	0	0	6	27	13	0	0	0	46	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	31	37	51	0	0	0	0	0	121	

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	2	28	22	48	26	15	0	0	0	141

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	2	1	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	4	0	0	0	4

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	20	49	24	36	15	32	0	0	0	176	
One or more suspensions	0	3	6	3	6	5	0	0	0	23	
Course failure in ELA	0	0	1	0	1	0	0	0	0	2	
Course failure in Math	0	0	0	0	1	0	0	0	0	1	
Level 1 on statewide ELA assessment	0	0	0	8	29	25	0	0	0	62	
Level 1 on statewide Math assessment	0	0	0	6	27	13	0	0	0	46	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	31	37	51	0	0	0	0	0	121	

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	2	28	22	48	26	15	0	0	0	141

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	2	1	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	4	0	0	0	4

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*	26	48	53	31	50	56	33		
ELA Learning Gains				59			49		
ELA Lowest 25th Percentile				56			61		
Math Achievement*	43	58	59	48	48	50	46		
Math Learning Gains				69			63		
Math Lowest 25th Percentile				68			65		
Science Achievement*	41	52	54	33	59	59	24		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress	51	54	59	57			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)	N/A
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	193
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	53

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	421
Total Components for the Federal Index	8
Percent Tested	100
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	23	Yes	1	1
ELL	32	Yes	1	
AMI				
ASN				
BLK	29	Yes	1	1
HSP	35	Yes	1	
MUL				
PAC				
WHT	57			
FRL	39	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	44			
ELL	47			
AMI				
ASN				
BLK	55			
HSP	48			

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	45			
PAC				
WHT	57			
FRL	55			

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	26			43			41					51
SWD	4			21							3	45
ELL	11			34			40				5	51
AMI												
ASN												
BLK	21			40			30				4	
HSP	24			35			41				5	47
MUL												
PAC												
WHT	32			68			62				4	64
FRL	26			48			43				5	45

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	31	59	56	48	69	68	33					57
SWD	9	62		21	71	79	27					42
ELL	17	58	58	39	66	64	17					57
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	31	60		41	77	93	28					
HSP	24	60	53	45	63	46	32					58
MUL	40			50								
PAC												
WHT	50	57		63	67							50
FRL	33	59	57	49	74	74	36					56

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	33	49	61	46	63	65	24					48
SWD	17	53		22	47		13					
ELL	23	42	50	38	63	64	9					48
AMI												
ASN												
BLK	34	38		39	55		22					
HSP	28	54	50	41	62	55	17					53
MUL	33			42								
PAC												
WHT	41	43		71	79		38					
FRL	33	49	64	47	60	58	22					39

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	23%	47%	-24%	54%	-31%
04	2023 - Spring	25%	50%	-25%	58%	-33%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	25%	46%	-21%	50%	-25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	44%	59%	-15%	59%	-15%
04	2023 - Spring	36%	58%	-22%	61%	-25%
05	2023 - Spring	51%	52%	-1%	55%	-4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	36%	48%	-12%	51%	-15%

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.

At Windy Hill Elementary ELA and Math have been identified as our areas of lowest performance. Our ELA data declined from 31% (21-22) to 27% (22-23) a deficit of 4 percentage points. Math declined by 1 percentage point from 48% (21-22) to 47% (22-23). Although we are seeing improvement in Science, we will continue to strive to reach 50% or better.

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

ELA has shown the greatest overall decline from (31%) 2021-22 to 27% 2022-23. 4th grade students declined from 36% to 25%, which is a decrease of 11 percentage points. 5th grade declined from 33% to 23%, a decrease of 10 percentage points.

Teachers struggled with the transition from FSA to FAST including the new BEST benchmarks and curriculum.

Absenteeism contributed to the disconnect in learning.

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.

Students with disabilities has the greatest gaps when compared with the state average. Students are reading far below their peers. Many of our SWD are also identified as ESOL students whose language impacts their ability to read and comprehend.

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

Science proficiency increased from 33% in 2022 to 41% in 2023.

Action Steps for Improvement:

A teacher assignment change was made to 5th grade Science

Targeted small group instruction

Ongoing student and teacher data chats

Frequent classroom walkthroughs were conducted to improve teaching and learning. Immediate feedback was provided to improve/enhance instruction.

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

Absenteeism is a major concern at Windy Hill Elementary, 38% of the students have missed 20 plus school days. Frequent absences often leads to low grades and a lack of student motivation.

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

ELA

Math

Attendance

Discipline

Teacher Retention

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 ELA**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.

Windy Hill Elementary area of focus for 2023-2024, is to increase proficiency and gains in ELA. Based on the FAST 2023 data, ELA is selected as an area of focus due to continued low performance on the state assessments. Although 3rd grade showed a 1- point increase, in proficiency, improving from 24%to 25%, this grade level continues to need improvement. 4th grade has declined from 36% to 25%, resulting in an 11-point decrease. 5th grade declined from 33% to 23%, which was a 10-point decrease. In order for students to show growth/ improvement in all content areas, they must receive targeted interventions in data-driven small groups in ELA.

Measurable Outcome:

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

Increase the FAST ELA proficiency in grades 3-5 from 27% to 35%. For grade 3 ELA the proficiency will move from 25% to 35%. Our target gain for ELA is 60%.

The target for ELA K-2 population is to increase all grade levels to 50% proficiency or better. Doing so, will set primary student up for success in the future, when taking the state assessment.

Monitoring:

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

The leadership team will conduct weekly focus walks to observe instructional strategies. Data will be reviewed with teachers in weekly Common Planning sessions.

Monthly data chats will be held with teachers to discuss and analyze current assessment data to look for trends and to plan small group instruction. Teachers will also hold quarterly data chats with students to track and monitor their growth.

Person responsible for monitoring outcome:

Lecreshia Harris (harris11@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.)

-Data-driven, differentiated, small-group instruction utilizing Waterford, i-Ready, Freckle, CPALMS, FCRR materials, Hand 2 Mind Literacy materials, and the i-Ready Toolbox.

-Small groups will have tiered instruction based on student data to ensure that they have an opportunity to practice skills at their ability level, while also making sure that students continue to be exposed to grade-level benchmarks in core instruction.

-UFLI Foundations: All ELA and VE teachers in grades 3-5 will be trained to support UFLI. These teachers will provide ELA support during the WIN intervention block by focusing on critical needs skills as identified on district and state assessments. We will also train paraprofessionals so that they may additionally support the UFLI program.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Utilizing these interventions will allow teachers to receive feedback and an opportunity to adjust their instruction to embed skills in order for students to master grade-level benchmarks. Interventions will assist in closing the learning gap for our low-performing subgroups.

Teachers will participate in intentional professional development focused on small-group and differentiated

instruction. Leadership will guide, support and monitor the interventions to make sure they are used with fidelity. This will lead to a significant increase in ELA proficiency in our student population.

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.

Teachers will participate in weekly Common Planning sessions and monthly PLC trainings to review data, develop student goals, and plan assessments and instruction to address student needs.

Person Responsible: Malinda Bachelor (bachelorm@duvalschools.org)

By When: May 2024

Administer beginning of year assessments and analyze data.

Small groups will be developed by teachers for tiered support.

Monitor instruction based on student assessment results and adjust accordingly.

Person Responsible: Lecreshia Harris (harris11@duvalschools.org)

By When: Math groups will be posted in the classroom and lesson plans by August 25, 2023.

#2. Positive Culture and Environment specifically relating to Other**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.

After reviewing the Culture and Climate data to include schoolwide discipline and the 5 Essentials Survey. During the 2022-2023 school year, there was a significant increase in overall discipline referrals with a specific increase in Class II offense. If discipline data is tracked and monitored consistently during the 2023-24

school year there will be a 10% decrease in the number of discipline referrals at the end of the school year.

And the 5 Essentials rating under School Environment will move from "Weak" to "Strong". This will help improve the culture and climate for students and teachers.

Measurable Outcome:

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

If discipline data is tracked and monitored consistently during the 2023-24 school year there will be a 10% decrease in the number of discipline referrals at the end of the school year. And the 5 Essentials rating under School Environment will move from "Weak" to "Strong". This will help improve the culture and climate for all stakeholders.

Monitoring:

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

At the start of the year, and throughout the year, discipline assemblies will be held to review safety and behavioral expectations.

The assemblies will inform students of the PBIS plan and STARR Guidelines for Success. Classroom teachers will reinforce the Guidelines for Success with their students and track behaviors on the Bloomz platform.

Students will be recognized for their positive behaviors.

Discipline referrals will be reviewed on an on-going basis to identify students who are chronically receiving discipline referrals.

Parent conferences will be held to discuss behavioral strategies.

Person responsible for monitoring outcome:

Holli Hiltbrand (hiltbrandh@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.)

The implementation of the PBIS plan and the STARR Guidelines for Success will be used to support the area of focus. Teachers will utilize a Morning Meeting and Calm Classroom to help students develop self-management and appropriate social skills.

The STARR Guidelines for Success will be stated daily, during morning announcements or via the intercom. It is the belief that if students say positive affirmations enough they will begin to believe them.

Monthly Character Traits will be taught schoolwide to share the importance of being an outstanding school citizen.

The school's mental health therapist and Full Service Schools therapists will meet with identified students who exhibit multiple EWS, to further assist their emotional needs. During the monthly Threat Assessment Team meetings students will be discussed if their behavior impacts the overall school Culture and Climate.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Implementing a full PBIS plan that includes specific Guidelines for Success that are regularly reviewed and taught to students

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

#3. Instructional Practice specifically relating to Math**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.

During the 2022-2023 school year math proficiency and gains will be a focus due to a decrease of 1 percentage point in grades 3-5 on the state (FAST) assessment. According to the data, we are showing growth in 3rd grade Math (39% to 44%) which is a 5-point increase and 5th grade (44% to 51%) a 7-point increase. The data shows a need for improvement in 4th grade Math which declined from (57% to 36%).

Measurable Outcome:

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

On the FAST assessment we will increase our overall math proficiency from 47% to 50% (or higher) on PM3. Although we have seen growth in grades 3 and 5, there has to be remediation/interventions to help achieve the overall goal of increasing proficiency and improving gains. The goal for 2023-2024 Math gains is 65%.

Monitoring:

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

The leadership team will conduct weekly focus walks to observe instructional strategies.

Data will be reviewed with teachers in weekly Common Planning sessions.

Monthly data chats with the Leadership Team and individual teachers to monitor student progress toward mastery.

The Leadership Team will continuously monitor data and the four-step plan.

Person responsible for monitoring outcome:

Holli Hiltbrand (hiltbrandh@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.)

Incorporating data-driven, differentiated, small-group instruction while utilizing Waterford, i-Ready, Freckle, and the i-Ready Toolbox will help improve Math proficiency.

-Small groups will have tiered instruction based on student data to ensure that they have an opportunity to practice skills at their ability level while also making sure that students continue to be exposed to grade-level benchmarks in core instruction while using Reveal Math.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Utilizing these interventions will allow teachers to receive feedback and an opportunity to adjust their instruction to embed skills in order for students to master grade-level benchmarks.

Teachers will participate in intentional professional development focused on small-group and differentiated instruction.

Leadership will guide, support and monitor the interventions to make sure they are implemented with fidelity. Doing so, will lead to a significant increase in Math proficiency and improve student achievement.

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.

Identify researched based resources and materials to utilize during small groups/centers.
Administer baseline assessments and analyze data during common planning to inform small group plans.
Develop small groups and instruction based on data

Person Responsible: Holli Hiltbrand (hiltbrandh@duvalschools.org)

By When: May 2024

#4. Instructional Practice specifically relating to Science**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.

Although Windy Hill Elementary is showing improvement in the area of Science on the NGSS state assessment, showing overall improvement of 17 points from 2020-2021. Students are continuing to perform below the 50% achievement level. Therefore, the focus is to increase Science from 41% proficiency to 45%, with the end goal in mind to perform above 50% proficiency. An intense focus will be on teaching Science with fidelity in grades K-5 to ensure that students are receiving exposure to the Science content prior to taking the 5th grade state assessment.

Measurable Outcome:

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

The state average for proficiency for science is 51% and Windy Hill Elementary proficiency average is 41%, with a difference of 10%. Our goal is to increase Science proficiency from 41% to 45% by utilizing Study Island, ELL GLAD reading and writing strategies and exposure to science vocabulary.

Monitoring:

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

Administration will meet with teacher's weekly to discuss the implementation with grades K-5, with an emphasis on, data, instruction, implementation, labs and assessing students' progress. Data will be reviewed after each benchmark assessment to reevaluated student groupings and goals. Weekly classroom walkthrough's will be conducted to monitor Science instruction.

Person responsible for monitoring outcome:

Lecreshia Harris (harris11@duvalschools.org)

Evidence-based Intervention:

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

In an effort to increase Science proficiency tier one standards-based instruction will be the main focus. Teachers will use district created curriculum and research based instructional tools to guide daily instruction. Study island will be used to enhance students' knowledge base and proficiency with science. Data driven small group instruction will be designed to identify specific areas of need for remediations. Attending monthly district offered Science professional development sessions to enhance content knowledge (5th grade only)

Reading strategies will be incorporated into the daily Science content to enhance vocabulary and comprehension. Teachers who are trained in the implementation of GLAD, will implement these strategies to meet the needs of their ELL learners.

Science Digs will be utilized weekly to expose students to science vocabulary, and tables and charts. Doing so, will help improve the Nature of Science standard, which is historically one of the lowest assessed benchmarks on the 5th grade state assessment.

Participate in Instructional Field Experiences (Marine Science Center, Star Base, STEM Labs, MOSH, SeaWorld, Legoland etc.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research has shown that if students are exposed to science vocabulary on a consistent basis, they will be able to comprehend more of the Science text that they will encounter. By continuous use of Study Island, Science Digs, weekly benchmark assessments and focus standards-based lessons, our students should show an increase in proficiency.

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.

Standards based focus lessons.

Weekly Science benchmark assessments

Implementing reading strategies into the Science content

Utilize Study Island and Study Jams with fidelity.

Science Specialist and Administration will work with Tier II and III students during small groups/centers.

After school tutoring to focus on remediating low benchmarks

Weekly hands-on labs to extend learning.

Strategic use of focus calendars to remediate standards after assessments.

Person Responsible: Lecreshia Harris (harris1@duvalschools.org)

By When: May 2024

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

At Windy Hill Elementary school, we will implement small group and differentiated instruction. Doing so will address the needs of students performing below grade level. The percentage of students in kindergarten through grade 2, based on 2023 end-of-year assessment data who are performing below grade level in English Language Arts is as follows: K-44%, 1st- 77%, and 2nd grade 76%.

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

At Windy Hill Elementary school, we will implement small group and differentiated instruction. Doing so will address the needs of students performing below grade level. The percentage of students in 3rd-5th

grade, performing below Level 3 on the 2023 statewide standardized English language Arts assessment are as follows: 3rd-75%, 4th- 75%, and 5th-grade 77 %.

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

If teachers are provided professional development in implementing small group instruction then there will be an increase in reading proficiency for all students. Increase the percentage of K-2 students scoring "At Grade Level" or above by 3-4 percentage points. Decrease the number of "Below Grade Level" students by 3-4 percentage points.

Grades 3-5 Measurable Outcomes

Increase the percentage of 3 -5 grade students scoring Level 3 on the 2024 statewide, FAST assessment by 3-4 percentage points. Decrease the number of "Below Grade Level" students by 3-4 percentage points.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Windy Hill Elementary School leadership team and district content specialist will track and monitor ELA assessment data to include Waterford, I-ready, STAR and state assessment. Administrators will conduct data chats with teachers and students to review proficiency. School leadership and teachers will be tracking

STAR, PM, DMA's and High Frequency words to evaluate impact at the end of the school year.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Harris, Lecreshia, harris11@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?

Data-Driven Lesson Planning: Understanding where students are with mastery of benchmarks, using data

from informal and formal assessments, planning clear objectives, implementation, and checking for understanding when lesson planning. <https://www.ascd.org/el/articles/howtoplan-effective-lessons>

Small Group/Differentiated Instruction: Based on data, breaking groups of students into smaller groups to

ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered.

Small group instruction will allow teachers to meet students at their level to support their needs.

<https://www.ascd.org/el/articles/turn-small-reading-groups-into-bigwins>

Progress Monitoring: Ensuring whole group lessons, interventions, and assessments are done with fidelity.

Checking effectiveness from student data.

Instructional Reviews with Action Plans: Collecting data from classrooms in real-time and providing immediate and clear feedback for teachers and school leadership teams to work together to ensure effectiveness.

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?

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

<https://www.ascd.org/>

[el/articles/how-student-progressmonitoringimprovesinstruction](https://www.ascd.org/el/articles/how-student-progressmonitoringimprovesinstruction)

Instructional Reviews with Action Plans: The implementation review is a plan designed to 1) recognize accomplishments, 2) track actions, 3) measure implementation impact, 4) evaluate the plan, 5) determine next steps. It may be used by the school alone or with the assistance of the

support lead. <https://institutionalresearch.syr.edu/what-we-do/student-ratings/creatinganaction-plan/action-plan-teachingstrategies/>

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
<p>Professional Development during early release (monthly) and common planning (weekly) will be essential for leadership to support teachers based on observational data and teacher feedback.</p> <p>During common planning sessions school leadership will discuss specific data pertaining to ELA to ensure that we are monitoring progress.</p> <p>Ensure that teachers are aware of the Instructional Reviews with Action Plans.</p> <p>Professional development topics will be derived based on data and teacher need.</p>	<p>Harris, Lecreshia, harris11@duvalschools.org</p>

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.

Windy Hill Elementary will disseminate the SIP and SWP to all stakeholders via the Annual Title I meeting, School Advisory Council(SAC) meeting and the information will be shared with our Faith Based and Business partners. The document will be translated in native languages and translators will be available during the Title I annual meeting and SAC meetings.

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))

Our school will utilize Bloomz to communicate. We will hold monthly stakeholders meetings to discuss the schools needs, changes, budget, and updates. Throughout the 2023-2024 school year we will host multiple family nights focusing on academics, student data, and family fun.

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))

The school is implementing a WIN time, at that time students will walk to read for support in reading instruction. The students will receive reading instruction based on the students levels. The levels will be organized using data to determine the needs and various differentiation of support.

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))

At Windy Hill Elementary we include all students in the Head Start Program in all school-wide activities and programs. The students are included in open house, orientation, family nights, and all Bloomz messages and activity.

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))

Our school ensure that students and families have access to full service schools. We partner with our Boys and Girls club organization and local faith-based partners to help provide support for backpacks, school supplies, Thanksgiving baskets, Bright Holidays, Bike rodeo, and summer camp.

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).

Our MTSS team will meet monthly to identify students of academic and or behavior concerns. The team creates, organizes and explores interventions and ways to track. Also, refers students for further evaluation as needed based on the intervention tracker.

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))

Our school will analyze and discuss recent data as the data is generated. We will use recent data to form small groups, using researched-based instructional materials to close the learning gaps of our students. We will provide support, training and planning sessions to assist teachers in preparation for organized and plan effective data driven small groups.

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))

The pre-school class at our school participates in all school-wide activities. The class visits the kindergarten classrooms at the end of the year. The pre-school class conducts parent-teacher conferences to explain data, transitions and home help to ensure that families are ready for the transition to the elementary level.