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# School Board Approval

This plan has not yet been approved by the Duval County School Board.

## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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Smart Pope Livingston Accelerated Primary Learning Center's faculty, staff, parents, and community are dedicated to the intellectual, personal, social, and physical development of students. Our highly qualified staff recognizes the importance of being lifelong learners to increase student achievement. Our instructional practices are both reflective and data-driven, designed to meet the needs of each student. We are dedicated to providing educational excellence in every classroom, for every student, every day.

### Provide the school's vision statement

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The vision at Smart Pope Livingston Accelerated Primary Learning Center is to prepare and motivate students to be lifelong learners while addressing the whole child and establishing high expectations for all through a student-centered instructional environment while fostering positive relationships with all stakeholders in a safe and caring educational environment.

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### Leadership Team Member #1

#### Employee's Name

Barbara Sims

#### Position Title

Principal

#### Job Duties and Responsibilities

---

- Learning Leader
- Hiring – Teachers/Paras/Office
- School Culture Nurturer
- Public Relations – Communications (Positive Postcards/Blackboard Messenger/Thrillshare/Sign Command)
- School Budget Planning/Materials Procurement

- Monitors School-wide Standards Based Implementation
- BWT - Classroom Monitoring
- Teacher Observations
- Writes Weekly Communication to Staff and Parents
- Reads and Edits Teacher's Newsletters
- Leadership Team Chair (Academic, Operational, Student Support)
- Shared Decision-Making Team Participant
- Pacing/Grading/Assessment Manager
- Attend Grade Level Teacher Meetings
- Faculty Notebook Manager and Creator
- SAC Representative
- Handles Parent Concerns/Issues
- Title IX Decision Maker
- School Improvement Plan Writing & Maintenance
- Schoolwide Online Calendar Administrator
- Arrival Duty – Front Door/Car Riders
- Dismissal Duty – Front Door/Car Riders
- Oversee the cleanliness and upkeep of the facilities and grounds – complete GCA and cafeteria report cards
  - Complete the Title I Schoolwide and Title I PFEP budget – engage stakeholders and oversee the implementation of the plan (i.e., plan, prepare, announce, and organize events)
    - Actively participate in, design, and facilitate professional development with staff during common planning and ERD sessions.
    - Conduct quarterly Data Chats with teachers and monitor MTSS process (tiered interventions review every 4 weeks)
      - AIT (Attendance Intervention Team Meetings)
      - Tantrum Response Team Member

## **Leadership Team Member #2**

### **Employee's Name**

Kechiera Meadows

### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

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- Designee if Principal is out of the building
- Scheduling for Teachers/Students

- Transportation Coordinator/Bus Discipline
- BWT - Classroom Monitoring
- Teacher/Staff Observations
- Teacher/Paras/Office Evaluation
- Initial and Final Teacher Professional Development Plans
- Health Screening Liaison
- Newsletter Editor Back Up
- Handles Parent Concerns/Issues
- Leadership Team Member (Academic, Operational, Student Support)
- ESOL Liaison/LEP Committee Chair/ESOL Folder Compliance
- WIDA Testing Coordinator
- Title IX Coordinator
- Blended Learning Coordinator – Main Contact/Set Up/Passwords (Imagine Learning)
- State Testing Coordinator (FAST/NGSSS/NAEP)
- Creates FAST and NGSSS Proctor Lists / Secure and Schedule Proctors
- School Improvement Plan Writing & Maintenance
- Summer School Liaison
- Arrival Duty – Bus Loop
- Dismissal Duty - Bus Loop
- Manages Curriculum/Textbooks
- Assists in Securing Resources and Materials for Teachers - Coordinates Ordering/Coding of Instructional Materials
- Administers Discipline Referrals (meeting with students and parents to improve social skills)
- Monitors Discipline Data (best practices for school and classrooms)
- Parent Liaison for Behavior Questions/Concerns – Phone Calls/Conferences
- Investigates/Handles Bullying Claims
- Attend Grade Level Teacher Meetings
- District Paper Based Testing Coordinator
- Title IX Investigator
- TMT Chair
- Lunch Duty Coverage Coordinator
- Leadership Team Member (Academic, Operational, Student Support)
- Chairs Foundations Team (attends county meetings and facilitates school wide behavior plan)
- Common Planning K-2 ELA
- VPK/Headstart Liaison
- Tantrum Response Team Member

## Leadership Team Member #3

### Employee's Name

Jasmine Bolling

### Position Title

School Counselor

### Job Duties and Responsibilities

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- Chairs Multidisciplinary Referral Team
- Co-Chairs MTSS Council
- Intervention Coordinator/Support
- Leadership Team Member (Student Support)
- LEA for various meetings
- Monitors Cumulative Folders
- Refers Students to School Based Mental Health Counselors
- Refers Parents to Outside Agencies
- Assist with parent/teacher conferences
- Respond to crisis situations
- Train faculty on child abuse reporting (ALERT)
- 504 Designee
- Co-Facilitates MTSS Council/Grade Level Reviews
- Vision/Hearing Screening Contact
- Bright Holidays – Site Coordinator
- Coordinates Special Projects for Families
- Foster Care/Homeless Liaison
- LGBTQ Point Person
- TMT Member
- Arrival Duty – Lobby/First Grade Main Hallway
- Dismissal Duty – Bus or Car Riders
- Assist in registration and placement of new students with special needs, particularly ESE, ESOL, and 504 students, and inform teacher(s) of student's status
- May serve as Principal Designee when appropriate [may include Section 504, Multidisciplinary Team (MT), Attendance Intervention Team (AIT), ESOL, LEA, etc.]
- Provide orientation to school counseling program through classroom visits.
- Identify over-age students and work to develop student success strategies.
- Set up classroom lessons based on school mission/goals, needs assessment, and data analysis: behavior, attendance, conflict resolution, and character education. Schedule special topics such as "Child Safety Matters".



- Provide counseling services through small groups, behavior contracts, referrals, etc.
- Develop 3 comprehensive counseling program goals and action plans (one of which is the IPDP goal)
- Tantrum Response Team Member

## **Leadership Team Member #4**

### **Employee's Name**

Earline Washington

### **Position Title**

ESE Site Coach

### **Job Duties and Responsibilities**

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- Provide Emotional/Behavioral & Social Skills support to classroom teachers.
- Provide strategies for implementation of individual student plans.
- Conduct small group and one on one for frequently referred students.
- Participate in MRT meetings for students referred for behavior.
- Provide behavior support for teachers struggling with classroom management.
- Handle constituent concerns in a timely manner
- Assist with Positive Behavior Intervention Systems
- Participate in content specific PD.
- Participate in the planning of the SIP (Early Warning Signs)
- Attend and actively participate in committee meetings.
- Guides the learning process toward the achievement of curriculum goals.
- Establishes clear objectives for all lessons, units, projects, and the like to communicate these objectives to students.
- Employs a variety of instructional and behavioral skills consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
- Perform all other duties assigned by the principal

## **Leadership Team Member #5**

### **Employee's Name**

Xaviers Herndon

### **Position Title**

Behavior Interventionist

## **Job Duties and Responsibilities**

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- Provide Emotional/Behavioral & Social Skills support to classroom teachers.
- Provide strategies for implementation of individual student plans.
- Conduct small group and one on one for frequently referred students.
- Participate in MRT meetings for students referred for behavior.
- Provide behavior support for teachers struggling with classroom management.
- Handle constituent concerns in a timely manner
- Assist with Positive Behavior Intervention Systems
- Participate in content specific PD.
- Participate in the planning of the SIP (Early Warning Signs)
- Attend and actively participate in committee meetings.
- Guides the learning process toward the achievement of curriculum goals.
- Establishes clear objectives for all lessons, units, projects, and the like to communicate these objectives to students.
- Employs a variety of instructional and behavioral skills consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
- Perform all other duties assigned by the principal

## **Leadership Team Member #6**

### **Employee's Name**

Julie Skinner

### **Position Title**

Reading Interventionist

## **Job Duties and Responsibilities**

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- Provides intensive instruction in reading to at-risk students in a one-on-one or small group setting.
- Teach content specific groups in K-2 grade daily
- Identifies students who are at-risk of not meeting grade level reading proficiency by analyzing data from identified state and district formative and summative assessments, classroom grades, and Measures of Academic Progress (MAP), and other identified reading curricula based learning objectives.
- Work collaboratively with the administrative team to select targeted students based on data and generate a daily schedule for support

- Work collaboratively with the homeroom teachers to coordinate intervention program efforts that align with regular classroom instructional focuses to promote student success
- Improve specific reading skills of a particular child or small group of children to support regular classroom instruction.
- Works with school principal and K-2 teachers to design and create intervention plans of learning aligned with regular classroom reading objectives and most appropriate for each child or small group of students identified as at-risk of meeting grade level reading proficiency.
- Monitors and reports student progress and/or response to planned program of reading instruction and adjusts as needed to increase student reading achievement.
- Provide professional development and small teacher group common planning support
- Adhere to the daily schedule and maintain accurate attendance records
- Generate lesson plans that demonstrate skills of focus for the week
- Review student data weekly and make adjustments in instruction to meet the needs of the students
- Maintain a data notebook to track the growth of the students
- Participate in interventionist trainings
- Assists to administer DAR/Dibels to students
- Complete running words to determine growth in reading levels
- Use research-based materials to provide daily instruction (implement w/fidelity (i.e. FCRR))
- Attend admin & interventionist team meetings

## **Leadership Team Member #7**

### **Employee's Name**

Latonya Stafford

### **Position Title**

Reading Interventionist

### **Job Duties and Responsibilities**

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- Provides intensive instruction in reading to at-risk students in a one-on-one or small group setting.
- Teach content specific groups in K-2 grade daily
- Identifies students who are at-risk of not meeting grade level reading proficiency by analyzing data from identified state and district formative and summative assessments, classroom grades, and Measures of Academic Progress (MAP), and other identified reading curricula based learning objectives.
- Work collaboratively with the administrative team to select targeted students based on data and generate a daily schedule for support
- Work collaboratively with the homeroom teachers to coordinate intervention program efforts that align with regular classroom instructional focuses to promote student success
- Improve specific reading skills of a particular child or small group of children to support regular

classroom instruction.

- Works with school principal and K-2 teachers to design and create intervention plans of learning aligned with regular classroom reading objectives and most appropriate for each child or small group of students identified as at-risk of meeting grade level reading proficiency.
- Monitors and reports student progress and/or response to planned program of reading instruction and adjusts as needed to increase student reading achievement.
- Provide professional development and small teacher group common planning support
- Adhere to the daily schedule and maintain accurate attendance records
- Generate lesson plans that demonstrate skills of focus for the week
- Review student data weekly and make adjustments in instruction to meet the needs of the students
- Maintain a data notebook to track the growth of the students
- Participate in interventionist trainings
- Assists to administer DAR/Dibels to students
- Complete running words to determine growth in reading levels
- Use research-based materials to provide daily instruction (implement w/fidelity (i.e. FCRR)
- Attend admin & interventionist team meetings

## **Leadership Team Member #8**

### **Employee's Name**

Theresa Treadwell

### **Position Title**

Data Entry Clerk

### **Job Duties and Responsibilities**

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- FOCUS Manager – responsible for all product applications (scheduling, enrollment, grade processing, PGA Approver for parents, etc...)
- Enrollment – complete the registration process for enrolling families, verify home address information, adhere to district policy as it relates to enrolling (be sure custodial parent is the one enrolling a child – check paperwork)
- Scheduling – ensuring all students are assigned a homeroom and scheduled accurately for FTE purposes
- Attendance – print the daily attendance not taken reports, print attendance sheets for subs and input attendance daily for absent teachers, work with the AIT team to ensure the accuracy of the records, email the principal by 9:30 daily for teachers who haven't taken attendance
- FTE – follow district and state procedures to ensure the accuracy of enrollment for funding, complete the paperwork for budget, and ensure the funding level of ESE students are accurate
- Student Records
- Data Entry – update addresses and phone numbers in FOCUS

- Grade Processing – print quarterly progress reports (twice a grading period), grade audit sheets (reviewed by administration and signed by teachers), and report cards
- Front Office Management – assist in the main office when needed, answer the phone and assist students
- Circulation Desk – cover the circulation desk when the office assistant is at lunch or absent; rotate with other office staff

## **Leadership Team Member #9**

### **Employee's Name**

Coretta Mcqueen

### **Position Title**

Bookkeeper

### **Job Duties and Responsibilities**

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- School Finances – maintain accurate records and adhere to district policy as it relates to expenditures, withdrawals, and all school accounts
- Maintain accurate fiscal records
- Participate in financial audits
- Manage internal and external accounts connected to the school
- School Shirts – collect orders and distribute uniform shirt packets
- Field Trips – adhere to district policy for organizing a field trip (collect and review paperwork for accuracy, order buses, ensure money is available to pay for admission and buses)
- Fundraisers – adhere to district policy and procedures for having a fundraiser (collect and review paperwork for accuracy, submit for approval by administration, receive, count and deposit money, ensure staff completes the activity report at the completion of the project)
- Payroll- maintain accurate records as it relates to timekeeping and key payroll in the designated timeframe
- Collect and key leave, maintain a calendar with leave recorded to ensure accuracy
- Purchasing – adhere to district and Title I guidelines for purchasing
- Supplies – order school supplies and copier materials when necessary and approved by administration
- Maintenance Equipment – submit work orders to the district, communicate with maintenance crew to ensure request are completed
- Accident Reports – submit reports to administration, provide a copy for parents when necessary, and key reports into the system
- Substitutes – prepare attendance and keys for subs, maintain sub folders with accurate information, submit do not return notices to Kelly if needed, communicate with Kelly to provide coverage when a

class isn't covered

- Front Office Management – assist in the main office when needed, answer the phone and assist students
- Circulation Desk – cover the circulation desk when the office assistant is at lunch or absent; rotate with other office staff

## **Leadership Team Member #10**

### **Employee's Name**

Louisa Baliton

### **Position Title**

ESE Lead

### **Job Duties and Responsibilities**

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- Work with ESS Admissions specialist/Representative to plan and coordinate meeting agenda
- Serve as resource/support to students in maximizing potential
- Serve as resource/support to parent/guardian
- Serve as resource/support to general education and or special/education teachers
- Assist/monitor completion of all school based triennial reevaluations and ensure that follow up paperwork is sent to the District Admissions Specialist/Representative
- Work directly with ESE Admissions/Placement Staff to review and process Transfers into the county
- Assist with monitoring, scheduling IEP/EP meetings and facilitate accurate data entry into FOCUS
- Assist teachers and parents of student with disabilities with school-based concerns and needs
- Case manage/FOCUS teacher of record for and provider of ESE consultation services
- Use district and state Reports to monitor for active ESE programs, check IEP dates and verify matrix (minimum expected frequency monthly)
- Conduct monthly random IEP monitoring activities and provide feedback to school administration
- Weekly verification of enrollment of students who are assigned additional adult support
- Quarterly monitoring of required Progress Reporting to parents, included updated Plan for Independent information for students who are assigned additional adult support
  - Serve as the school's ESE Liaison
  - Review IEPs for compliance
  - Create master calendar for IEP reviews
  - Attend MRT meeting
  - Facilitate Collaboration Problem-Solving Team meetings with the School Counselor and Admin
  - Provide instructional support for teachers implementing intervention strategies for
  - Help teacher navigate through the documentation of tier 2 and tier 3 interventions for MRT purposes
  - Provide PD with the Guidance Counselor and Behavior Interventionist on the RTI process (folders,

documentations, interventions, etc...)

- Maintain meeting minutes for students before the RTI committee

## C. Stakeholder Involvement and Monitoring

### 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. (ESEA 1114(b)(2))

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

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A Microsoft Forms survey titled "What Matters Most to You" was sent to all S. P. Livingston stakeholders to include the leadership team members, parents, faculty, staff, and SAC members. The survey provided data which included academic and school climate data. Input provided from responses included answers to what was viewed as the greatest needs to address the 2024-2025 school year, the greatest factors contributing to the 2023-2024 results, recommendations regarding student attendance and proficiency performance data, how to improve ratings with regard to school culture, as well as any other areas of school improvement and additional input.

### 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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The SIP will be regularly monitored using the DCPS Leadership Playbook Module 4: Planning for School Improvement "Module Reflection" template. The leadership team, SAC, faculty, and staff will be provided with quarterly opportunities to examine as to whether the elements for each area of focus are; "not present"; "emerging"; "refining"; or "optimizing". The elements for each area of focus includes whether qualitative or quantitative data supports the identified priority, the specific instructional practices improving because of the area of focus, and the cyclical approach determining the impact of interventions or strategies on the outcome.



## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY KG-3</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>93.9%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>100.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>YES</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>CSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: D 2022-23: C* 2021-22: 2020-21: 2019-20:</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 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 school days	90	96	76							262
One or more suspensions	8	26	30							64
Course failure in English Language Arts (ELA)	3	14	6							23
Course failure in Math	2	3	3							8
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	75	90	93							258
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	72	92	94							258

#### Current Year 2024-25

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	83	93	97							273

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	2								4
Students retained two or more times										0

**Prior Year (2023-24) As Last 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 school days		87	76							163
One or more suspensions	1	4	6							11
Course failure in ELA			1							1
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	2	47	67							116

**Prior Year (2023-24) As Last Reported (pre-populated)**

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		42	52							94

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		1	1							2
Students retained two or more times			1							1

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	24			36	48	53	28	50	56
ELA Grade 3 Achievement **	23			36	49	53			
ELA Learning Gains	38						62		
ELA Learning Gains Lowest 25%	53						85		
Math Achievement *	30			40	58	59	36	48	50
Math Learning Gains	38						63		
Math Learning Gains Lowest 25%	45						65		
Science Achievement *	36			28	52	54	23	59	59
Social Studies Achievement *								63	64
Graduation Rate								46	50
Middle School Acceleration								53	52
College and Career Readiness									80
ELP Progress					54	59			

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

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	36%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	287
Total Components for the FPPI	8
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
36%	35%	52%	35%		32%	32%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

### C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	37%	Yes	1	
Black/African American Students	35%	Yes	2	
Hispanic Students	25%	Yes	1	1
Economically Disadvantaged Students	35%	Yes	2	
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%
Students With Disabilities	50%	No		
Black/African American Students	33%	Yes	1	
Economically Disadvantaged Students	34%	Yes	1	



**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	47%	No		
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	52%	No		
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	50%	No		

### D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	24%	23%	38%	53%	30%	38%	45%	36%					
Students With Disabilities	26%	15%	50%		34%	56%		40%					
Black/African American Students	21%	20%	38%	56%	29%	37%	40%	36%					
Hispanic Students	30%				20%								
Economically Disadvantaged Students	22%	24%	38%	54%	26%	36%	42%	35%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	36%	36%			40%			28%					
Students With Disabilities	57%	54%			60%			27%					
Black/African American Students	34%	31%			39%			28%					
Economically Disadvantaged Students	36%	37%			40%			24%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	28%		62%	85%	36%	63%	65%	23%					
Students With Disabilities	21%		62%	92%	36%	59%		13%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	28%		61%	84%	35%	64%	68%	23%					
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	26%		61%	85%	33%	60%	65%	21%					

## E. 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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

##### **Most Improvement**

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

---

Based on the data, neither area showed improvement. However, our Reading scores dropped from 47% to 32%. It dropped by 15 points where math dropped 29 points from 64% to 35%. In both areas reading and math, we provided Professional Development during Admin common planning to support teachers in planning for Core Instruction. Although we focused more on Reading due to the reading scores being lower the prior year, the reading proficiency decreased despite the effort put in place during this school year. We focused on lesson planning for both core and small groups. We also supported teachers in finding research-based materials and district approved materials for small group instruction. The teachers were observed during both core and small groups and was provided feedback by admin to help improve their instructional delivery to students in both core and small groups. We also focused on accountable talk with students during the core reading block.

##### **Lowest Performance**

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

---

Math decreased by 29 points from 64% to 35%. Based on the prior year's data, Math was higher than reading so the focus was shifted more to ELA during common planning. ELA core and small groups were a big focus in order to help move students to proficiency in reading.

##### **Greatest Decline**

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

---

Math showed the greatest decline with a 29% decrease compared to reading which decreased by

15%. The focus was more on reading because of the prior year's data in an attempt to increase the reading proficiency from 47% to 69%. Although the math data was low the previous year, the reading data was significantly lower.

### **Greatest Gap**

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.

---

State data will be uploaded when it becomes available.

### **EWS Areas of Concern**

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

---

The number of students, 258, with substantial deficiencies in both reading and math are areas of concern. The biggest concern is attendance with 90-Kindergartners, 97 first graders, and 76 second graders, which is a total of 263 students being absent 10% or more school days.

### **Highest Priorities**

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

---

The areas of concern are as follows:

- Reading
- Math
- Attendance
- Behavior

## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Student Engagement

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Benchmark Walkthrough Tool data shows that student engagement, a component of "Evidence of Student Learning" was demonstrated 77% of the time classes were visited throughout the previous year from August to March. Credit was given when student work or tasks were aligned and may have included tier 1 support. However, tasks were not reaching the level of rigor and depth needed to master the full intent of the benchmark. As a result, overall K-2 reading proficiency data indicates that only 32% of our students were proficient, and only 35% were proficient in math. Therefore, student-led academic support teaming is needed during core instruction to improve student engagement to increase reading and math proficiency.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increased student engagement based on students taking ownership of learning via student-led academic team learning and being able to complete aligned tasks designed at the level of rigor and depth needed to master the full intent of benchmarks. This will be measured by walkthrough data throughout the year from August-March (77% to 87%) to improve overall K-2 reading proficiency from 32% to 50% and overall K-2 math proficiency from 35% to 50%. Kindergarten reading will increase from 36% to 50% and Kindergarten math will increase from 38% to 50%. First-grade reading will increase from 35% to 50% and First-grade math will increase from 37% to 50%. Second-grade reading will increase from 24% to 50% and Second-grade math will increase from 30% to 50%.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

- Consistent Admin Meeting Agendas that support evidence-based intervention.
- Consistent Common/Collaborative Planning Agendas that support evidence-based intervention.



- Walkthrough data (to include specific notes from the observer) that supports the students' evidence of learning while completing tasks, activities, and assessments created during common/collaborative planning.
- Student outcome data tracking for both math and reading as a result of the impact of increased student engagement as a result of student led academic team learning.

**Person responsible for monitoring outcome**

Barbara Sims and Kechiera Meadows

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Student Led Academic Teams Learning will be implemented to improve student engagement to lead to improved student academic achievement. Student-led teaming is a type of Tier 1 Core Instruction wherein 70% or more of the time students are engaged in team-based target-aligned tasks being completed amongst students. This is a shift of pedagogy away from two other types of Tier 1 Core Instruction which wherein 80% or more of instruction is teacher-directed and the other type wherein 30% or more of students' learning experience is group work heavily facilitated by the teacher.

**Rationale:**

According to Michael Toth, author of "The Power of Student Teams", student achievement and engagement increased when student-led academic teaming is properly implemented. Tasks should include cognitive stretch resulting in productive struggle, individual accountability for learning, and evidence of learning the full intent and rigor of the benchmarks. Additionally, this evidence-based strategy includes the following Hattie Effect Sizes: Feedback (0.73); Self-questioning (0.64); Problem-solving (0.63); Study skills (0.60); Peer tutoring (0.55); Cooperative work (0.55); and Peer influences (0.53). Any effect sizes 0.4 to 0.6 are medium and effect sizes 0.71 are large. An additional effect size of factors associated with student-led academic teams is "teacher estimate of student achievement". Student-led teaming allows teachers to see and hear evidence of the impact their actions are having on students' evidence of learning and determine the need to adjust. Not only will student engagement increase resulting in improved student academic performance, but positive student behaviors as well due to students attaining autonomy, confidence, and a sense of belonging.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Student-Led Academic Teams

**Person Monitoring:**

Barbara Sims and Kechiera Meadows

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

• Master Schedule built to support 90-minute common planning wherein there is adequate time as needed for coaching/modeling, creating of rigorous and aligned-benchmark deep tasks, and analysis of impact of the evidence-based intervention student-led academic teams. • Observations to determine effectiveness of the implementation of student-led teaming. • Leadership meetings to determine progress, next steps, or shifts needed for upcoming planning sessions. • Feedback provided to teachers in whole group or individual based on planning conversations and observations.

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Intervention****Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Benchmark Walkthrough Tool data shows that student use of benchmarks, a component of "Evidence of Student Learning" was demonstrated 64% of the time classes were visited throughout the previous year from August to March. Although tier 1 supports, to include anchor charts, modeling/ examples, and even manipulatives were provided supporting some students being able to articulate and/or show evidence of learning in their work, groups of students were not able to demonstrate an understanding of the benchmark. As a result, overall K-2 reading proficiency data indicates that only 32% of our students were proficient, and only 35% were proficient in math. This indicates a need for immediate daily use of tier 2 supports following formative assessing during core instruction for those students. to improve student use of benchmarks to increase reading and math proficiency.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increased student use of benchmarks based on students being able to articulate or show evidence of learning via documentation due to tier 2 intervention support. This will be measured by walkthrough data throughout the year from August-March (64% to 84%) to improve overall K-2 reading proficiency from 32% to 50% and overall K-2 math proficiency from 35% to 50%. Kindergarten reading will increase from 36% to 50% and Kindergarten math will increase from 38% to 50%. First-grade reading will increase from 35% to 50% and First-grade math will increase from 37% to 50%. Second-grade reading will increase from 24% to 50% and Second-grade math will increase from 30% to 50%.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

- Consistent Admin Meeting Agendas that support evidence-based intervention.
- Consistent Common/Collaborative Planning Agendas that support evidence-based intervention.
- Walkthrough data (to include specific notes from the observer) that supports the students' evidence of learning while completing tasks, activities, and assessments created during common/collaborative planning.
- Student outcome data tracking for both math and reading as a result of the impact of increased student engagement as a result of student led academic team learning.

**Person responsible for monitoring outcome**

Barbara Sims and Kechiera Meadows

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Tier 2 Small Group Targeted Intervention or Tier 2 Instruction will be implemented to improve student use of benchmarks to lead to improved student academic achievement. Tier 2 Small Group Instruction goes beyond tier 1 instruction providing more intense instruction supported by additional explanation, modeling, strategies, practice, and teacher guidance. This will allow the teacher to formulate homogeneous groups or work with students with similar learning needs based on formative assessment that has occurred during whole group instruction.

**Rationale:**

Jon Saphier, author of "High Expectations Teaching" states, "The very fact that we organize for in-class re-teaching of small groups of students who didn't get it the first time around is an expression of high expectations teaching." His research indicates that students get "what they need" with the expectation of filling the gap ensuring every student leaves the lesson with an understanding of the benchmark. Research also indicates that regular re-teaching, such as what occurs during tier 2 targeted small group instruction, removes the stigma of not getting it the first time around. Additionally, according to John Hattie's effect size chart, response to intervention has an effect size greater than 1 and interventions for learning disabled has an effect size of 0.77. Effect sizes 0.4 to 0.6 are medium and effect sizes 0.71 are large. Not only will student use of benchmarks increase resulting in improved student academic performance, but positive classroom culture will result with the belief that all students can learn.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

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

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Tier 2 Small Group Instruction

**Person Monitoring:**

Barbara Sims and Kechiera Meadows

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

• Master Schedule built to support 90-minute common planning wherein there is adequate time as needed for coaching/modeling of tier 2 small groups during core after student self-assess and teacher quick formative assess, creating/sharing of tier 2 instructional resources for students who did not get it the first time, and analysis of the impact of the evidence-based intervention tier 2 targeted small groups in conjunction with data tracking. • Observations to determine effectiveness of the implementation of tier 2 small groups. • Leadership meetings to determine progress, next steps, or shifts needed for upcoming planning sessions. • Feedback provided to teachers in whole group or individual based on planning conversations and observations

**Area of Focus #3**

Address the school’s highest priorities based on any/all relevant data sources.

**specifically relating to**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

No Answer Entered

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

No Answer Entered

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

No Answer Entered

**Person responsible for monitoring outcome**

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(B)).

**Description of Intervention #1:**

**Rationale:**

**Tier of Evidence-based Intervention:**

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

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

**Person Monitoring:**

**By When/Frequency:**

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

## IV. Positive Culture and Environment

### Area of Focus #1

Teacher Retention and Recruitment

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

The 5 Essentials survey data shows that Teacher to Teacher Trust is at 35% for the 2024 school year down from 67% the previous school year (2023) which is a 32-point drop. There was a lack of consistency with teacher stability in the classroom with teacher retention. Based on last year’s data, the question teachers feel respected by other teachers dropped from 84% to 58 % with 26% of the teachers feeling as if they are not respected by their colleagues. There are also the areas where teachers respect those colleagues who are experts at their craft decreased from 58% to 21% which is a 37% decrease. Teachers who take the lead in school improvement efforts decreased from 47% to 11%, a 36% decrease. Finally, teachers feel that it is okay to discuss feelings, worries, and frustrations with other teachers from 37% to 5%, a 32% decrease from the previous year. As a result, this makes it difficult for teacher to collaborate and work as a team to plan for instruction and support each other as a team to help students academically and behaviorally and the school to run efficiently and effectively because they do not feel valued by their peers.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Increase teacher to teacher trust from 35% to 67% ultimately impacting our culture to retain/recruit highly effective teachers base on observations during common planning, classroom walkthroughs and CAST evaluations which will be ongoing throughout the 2024-2025 school year.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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- Consistent Observations and teacher feedback during early release training and admin common planning
- Quarterly Qualtrics surveys using the 5 Essential Questions using the Collaborative teaching category.

**Person responsible for monitoring outcome**

Principal Sims and Assistant Principal Meadows

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

We will be using the Mutual Learning Approach: This approach is based on Core Values which are as follows: Transparency, Curiosity, Informed Choice, Accountability, and Compassion. We will also be utilizing Mutual Assumptions which are: I have information, so do other people; Each of us sees things other don't; People may disagree with me and still have pure motives; Differences are opportunities for learning; I may be contributing to the problem. With using both Core Values and Mutual Assumptions teachers must understand that everyone has something they can bring to the table to help support the learning environment. During each common planning session, we will discuss each component.

**Rationale:**

Creating a positive culture among teachers is essential for fostering collaboration, growth, and effective teaching practices within our school. Roger Schwarz's book, "Smart Leaders, Smarter Teams," particularly Chapter 3 on mutual learning approaches, provides a rationale for shaping the school culture. Schwarz emphasizes the importance of mutual learning in interactions, where individuals engage with openness, curiosity, and a genuine desire to understand each other's perspectives. Applying this framework in our school setting among teachers can yield several

benefits: 1. Promoting Open Communication: By embracing mutual learning values and assumptions, teachers are encouraged to communicate openly and transparently. This fosters an environment where concerns, ideas, and feedback are freely exchanged, leading to improved understanding and collaboration. 2. Building Trust and Respect: Mutual learning values emphasize respect for diverse viewpoints and the building of trust through active listening and empathy. When teachers feel respected and valued, they are more likely to collaborate effectively, share resources, and support each other's professional growth. 3. Enhancing Problem-Solving Skills: The mutual learning approach encourages teachers to approach challenges with a solution-oriented mindset. By questioning assumptions, exploring different perspectives, and seeking common ground, teachers can collectively develop innovative solutions to educational issues. 4. Empowering Continuous Learning: A positive culture based on mutual learning fosters a growth mindset among teachers. They become more willing to seek feedback, engage in professional development opportunities, and adapt to new teaching methods or technologies. 5. Improving Student Outcomes: The goal of cultivating a positive culture among teachers is to enhance student learning and outcomes. When teachers collaborate effectively, share best practices, and support each other, they can create a more enriching and effective learning environment for their students. By embracing mutual learning values and assumptions, teachers can foster open communication, build trust, enhance problem-solving abilities, empower continuous learning, and ultimately improve student success. This approach not only strengthens individual teachers but also contributes to the overall success of our school.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

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

No

**Action Steps to Implement:**

**Action Step #1**

Teacher Retention and Recruitment/ Mutual Learning Approach Values and Assumptions

**Person Monitoring:**

Principal Sims and Assistant Principal Meadows

**By When/Frequency:**

Weekly Admin Common Planning

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

- The teachers will learn about the Mutual Learning Approaches: Core Values and Assumptions during common planning.
- Leadership team meeting to determine next steps or shifts needed to build on the Core Values and Assumptions
- We will monitor the value of the impact based on the quarterly Qualtrics surveys using 5 Essentials Questions under the Collaborative teaching category at the end of the year we will review the final 5 Essentials data.
- Monitor teacher retention throughout the school year and teacher retention at the end of the school year.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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. (ESEA 1114(b)(4))

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

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The SIP is made available on our school website <https://dcps.duvalschools.org/splivingston> in the "About Us" section which has a drop down option of "School Improvement Plan." There, parents can view the full SIP which is available in English and Spanish. Additionally, copies are available upon request in our main office, and can be printed in several other languages upon request. For faculty and staff, a copy is readily available in the school's OneNote platform. The SIP is also reviewed and discussed during SAC meetings as well as parent and family engagement events.

#### Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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The Parent and Family Engagement Plan is made publicly available on our school's website (<https://dcps.duvalschools.org/splivingston>). A copy is available in our onsite parent resource room, and signage in the front office indicates such. Our website also notes that copies are available upon request. Parents and guardians will be encouraged to join us for monthly engagement events and activities throughout the year through multiple means of communication. In addition to quarterly progress reports and report cards, teachers will communicate regularly via daily communication folders, the district approved communication platform ThrillShare, phone calls, and emails to ensure families are informed of their child's progress. Additionally, parents will be encouraged multiple times throughout the year to set up a linked FOCUS parent account to be able to access their student's



progress and other information at any time.

**Plans to Strengthen the Academic Program**

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 II of the SIP. (ESEA Section 1114(b)(7)(ii))

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The school plans to strengthen the academic program by first filling all classroom vacancies to ensure students are receiving instruction from certificated personnel. To increase the amount and quality of learning time to ensure an enriched and accelerated curriculum, a bell to bell schedule has been developed for each day for every teacher with the required instructional minutes to include uninterrupted reading blocks. This will support the school's goal to increase to at least 50% proficiency in reading, as well as math.

**How Plan is Developed**

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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NA

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

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. (ESEA 1114(b)(7)(iii)(I))

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Since we are a Title I school, students are able to receive Full Service School Counseling services when referred by an administrator or counselor for applicable reasons. We now have a school counselor who will be able to oversee check in/check out, mentor staff members, and assist with ensuring the fidelity of the MTSS process to support students academically, behaviorally, and social-emotionally. Students will be able to receive counseling services as well as school-based mental health services through Full Service for students when parents complete the paperwork after being referred.

#### **Preparing for Postsecondary Opportunities and the Workforce**

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. (ESEA 1114(b)(7)(iii)(II))

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Although we are a primary learning center (VPK - 2nd Grade), we begin preparing student now that they can be anything when they grow up. We are nurturing that through opportunities for students to display multiple forms of intelligence during resources (Art, Music, P.E., and Media) as well as during parent and family engagement activities such as the Black History Night. Students are able to exposed to a variety of fields and paths, and able to express what they want to be when they grow up. Students are celebrated for academic successes and hard work.

#### **Addressing Problem Behavior and Early Intervening Services**

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 ESEA 1114(b)(7)(iii)(III)).

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The guidelines to success are posted in every classroom and all around the school in addition to a review of behavior expectations every morning during announcements. Schoolwide incentives for meeting expectations weekly are provided. The school implements a schoolwide buddy system for students as well. Behavior plans are developed with a team to include the parents, teacher, behavior interventionists, and other members of the team to intervene. Data is tracked and plans are monitored

to determined if additional, different, or other interventions or supports are needed based on data.

### **Professional Learning and Other Activities**

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. (ESEA section 11149b)(7)(iii)(V)).

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In addition to district quarterly cohort trainings for novice teachers for ELA and math, as well as district provided trainings provided throughout the year in PowerSchool for faculty and staff, professional learning is provided weekly to improve instruction and use of data from academic assessments. School personnel participate in admin-facilitated 90-minute session to plan lessons, review and discuss curriculum, and analyze student results and next steps.

### **Strategies to Assist Preschool Children**

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

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Preschool children practice the routines of a structured learning environment to include daily calendar math, centers, hands on learning projects. Our VPK and Head Start teachers hold preschool children to high academic and behavioral expectations. Meetings are held with parents throughout the year to share kindergarten expectations as well. Also, vertical articulation occurs with the VPK and Kindergarten teachers so students are exposed to what they will need to know in preparation for local elementary school programs.

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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The review of resources used to meet the identified needs of students will include a data tracker for Math and ELA. The effectiveness of district provided resources, to include Florida Reveal Math resources, Benchmark Advance resources, and curriculum/district specialist created tier2/3 guided practice and differentiated resources, will be reviewed during admin weekly meetings and regularly during admin-led common planning sessions with teachers to determine if resources are meeting the needs of students.

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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- The two reading interventionists, which are funded with Title I funds, paraprofessionals of which two are funded with Title I funds, and certificated personnel will serve as resources to implement daily data-driven small group instruction to include Hands2Mind differentiated learning center kits in conjunction with Benchmark Advance Resource and online blended learning resources to meet the needs of students to improve reading proficiency. Weekly 90-minute collaborative/common planning will be facilitated by administrators to plan instruction, prepare and review benchmark-aligned resources, and analyze data to determine the effectiveness of all resources.
- Kindergarten ELA proficiency will improve from 36% to 50% contributing to the overall K-2 ELA proficiency increase goal of 32% to 50% through daily implementation of evidenced-based instructional strategies student-led academic teams and tier 2 targeted small group instruction, which will be modeled and taught during common/collaborative planning and monitored weekly through walkthrough observations and data tracking of the results of the impact of effective implementation.
- First Grade ELA proficiency will improve from 35% to 50% contributing to the overall K-2 ELA proficiency increase goal of 32% to 50% through daily implementation of evidenced-based instructional strategies student-led academic teams and tier 2 targeted small group instruction, which will be modeled and taught during common/collaborative planning and monitored weekly through walkthrough observations and data tracking of the results of the impact of effective implementation.
- Second Grade ELA proficiency will improve from 24% to 50% contributing to the overall K-2 ELA proficiency increase goal of 32% to 50% through daily implementation of evidenced-based instructional strategies student-led academic teams and tier 2 targeted small group

instruction, which will be modeled and taught during common/collaborative planning and monitored weekly through walkthrough observations and data tracking of the results of the impact of effective implementation.

- The rationale -

Kindergarten - 64% of the students were not on track to score at a level of proficiency on the standardized ELA assessment or progress monitoring data collected for 2023-2024.

First Grade - 65% of the students were not on track to score at a level of proficiency on the standardized ELA assessment or progress monitoring data collected for 2023-2024.

Second Grade - 76% of the students were not on track to score at a level of proficiency on the standardized ELA assessment or progress monitoring data collected for 2023-2024.

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00