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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.

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.



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.











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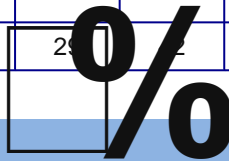
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	25	35	34	22	26	40	31	35		93	75	
All Students	25	35	34	22	26	40	31	35		93	75	
SWD	29	36	36	37	36	44	34	35		98	40	
ELL												
AMI												
ASN												
BLK	24	34	33	21	25	41	29	32		93	76	
HSP	50	55		46								
MUL												
PAC												
WHT	26	33		31								
FRL	23	34	34	22	29	43	28	30		91	74	

	29	42	37	46	45	33	46	38		87	69	
All Students	29	42	37	46	45	33	46	38		87	69	
SWD	38	46	33	49	34	47	50	29		84	42	
ELL												
AMI												
ASN												
BLK	28	41	36	45	43	31	45	37		88	70	
HSP												
MUL	43	57		67								
PAC												
WHT	45	80		67								
FRL	26	40	37	43	41	25	34			82	65	



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.






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year-long vacancy, student mathematical skills deficits, student reading deficits, and a lack of targeted aligned core instruction.



The components that showed the greatest decline were also our lowest-performing components. The trends across both components were a lack of teacher skills, experience, and/or knowledge as well as a lack of a new set of benchmarks teachers and students were introduced to.

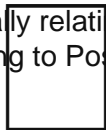


9th grade ELA had the largest gap between the school and the state. Students come to high school with reading deficiencies and the teachers had a lack of skills, knowledge, and/or experience to address or identify the issues. Students were exposed to new benchmarks this year as well and teachers struggled with the benchmarks.

Geometry had the most improvement with 37 points. Students were placed into cohorts with teacher input. Teachers offered extra support and had continued common planning outside of PLCs. Teachers used data to guide instruction within each lesson.

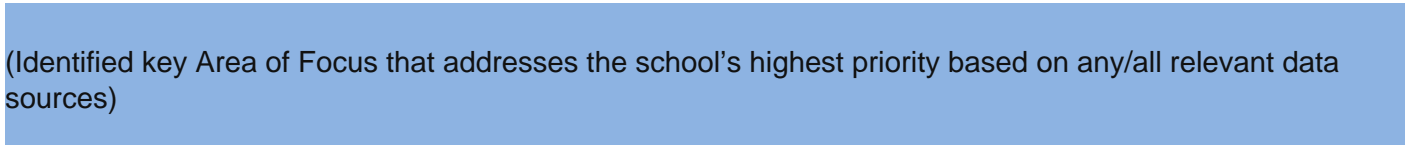


Instructional Practice specifically relating to benchmark-aligned instruction and positive culture and environment specifically relating to Positive Behavior Intervention and Support.



- 1- aligned instruction
- 2- literacy scores
- 3- math achievement
- 4- attendance

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





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.

Our focus will be on professional development around standards based instruction in PLC and then implementing effective standards aligned planning protocols in common planning in order to mitigate the gaps identified below. This is especially important as we implement new standards and benchmarks in math and ELA. Based on Standards Walk-through data from 2022-2023, less than 70% of core content classrooms show standards aligned instruction, tasks, and/or assessments based on observational data conducted with the Standards walk through Tool. Additionally, based on data from the 5 essentials survey, just over half of teachers believe that instruction is ambitious showing a gap in rigor.

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

Based upon the instructional alignment rubric, the vast majority of core content teachers will create standards-based instruction and assessments and implement those aligned plans and assessments as measured by the standards walk through tool.

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

Administrators will conduct weekly walks in the classroom to monitor. Administrator ratings will be compared to progress monitoring data via PMAs.

Gregory Bostic (gbostic@duvalschools.org)

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.)

Using new state standards resources and other district standards based planning tools, professional development around standards breakdown and alignment will occur in PLC, and then this will be used in high quality common planning in all core content areas to plan aligned lessons. Using the district created Standards Walkthrough tool, we can effectively measure classrooms that have aligned instruction, tasks, and assessments in core content areas. We will also utilize district support from the region or academic services.

Explain the rationale for selecting this specific strategy.

Best instructional practices indicate that students need to receive instruction that is aligned to standards and that is grade appropriate in order to address the achievement gap and student needs. Standards aligned instruction ensures that students can be successful as measured by state assessments and the progression of standards is met and students are prepared for the next grade level. The importance of alignment and grade appropriate work is echoed in The Opportunity Myth.

(Schools that use UnSIG 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

No

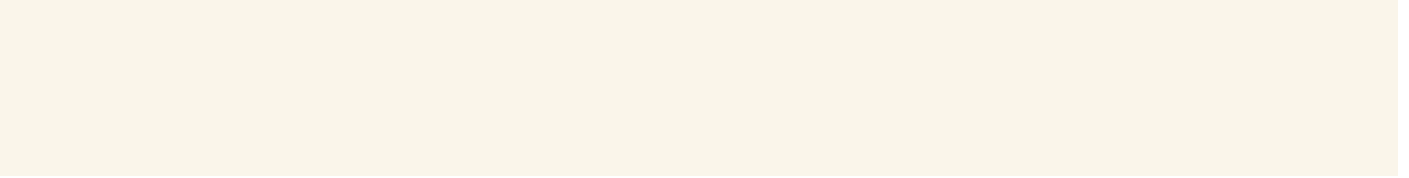
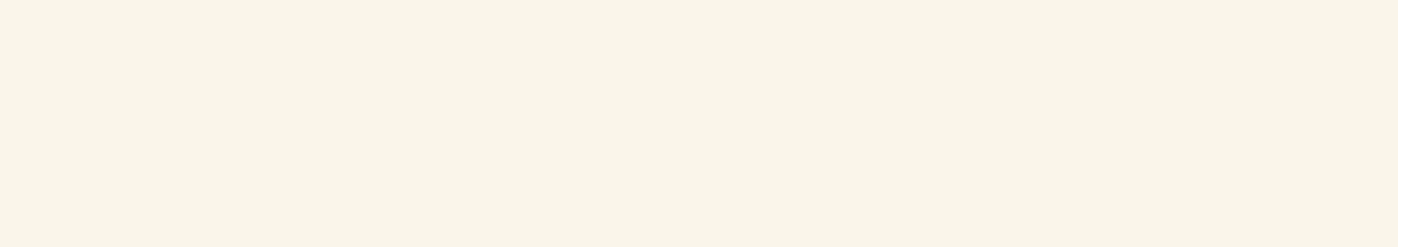
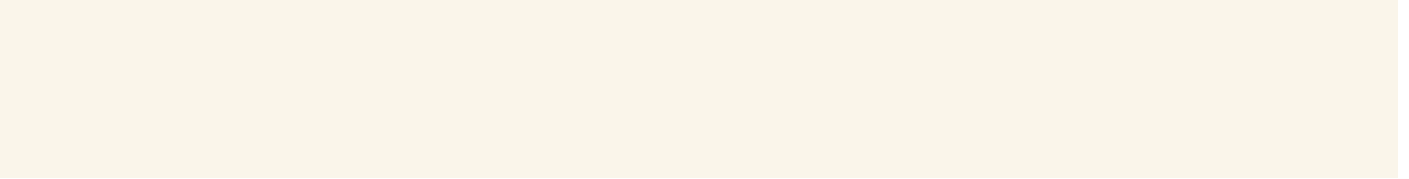


List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

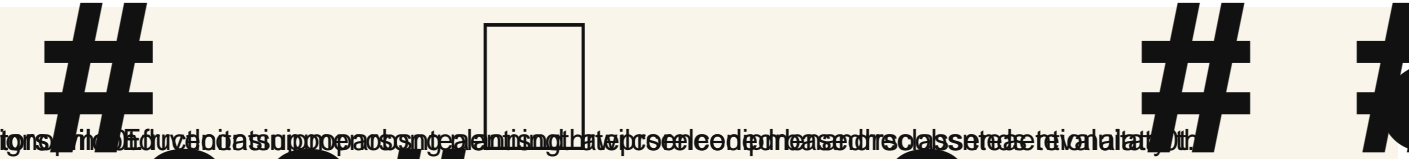
Andrea Talley (tb1@a1@duvalschool.org)t.

Administrators and interventionists will facilitate professional development with teachers through PLC on standards breakdown via the curriculum guide and planning protocols. use Title I funds to give stipends for PD (Planning and Effective Learning Strategies) to improve teacher performance and student achievement.

Andrea Talley (tb1@a1@duvalschool.org)t.



Andrea Talley (tb1@a1@duvalschool.org)t.



integrate standards aligned technology such as MathXI and Commonlit in class to increase student achievement.



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

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Continuous through June 7th.

PBIS team will adjust PBIS plan to better target attendance and identified behaviors.

Kevin Greene (greenek2@duvalschools.org)

Continuous through June 7th.

Train teachers on PBIS plan via common planning departments

Williams Griffin (griffinw1@duvalschools.org)

October 6th, 2023

Review implementation of PBIS plan based on attendance, discipline, and observational data.

Sherrilla Simon (simmomss3@duvalschools.org)

Continuous through June 7th

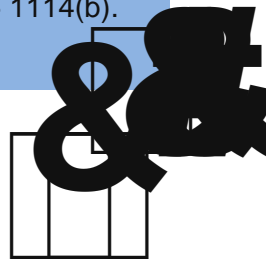
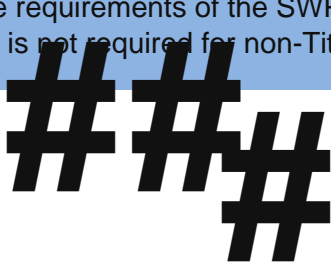
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP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

Duval County Public Schools has a tiered system of support to align interventions for CSI, TSI and ATSI schools. The first tier of support begins with the Superintendent's cabinet of executive leaders who represent

Though the above examples are not comprehensive of all support provided to School Improvement schools, they do provide a snapshot of the layers of support that are available and used to improve student outcomes. Through this layered approach, the district's team along with each school's academic leadership team, teachers, staff, parents, and other stakeholders collaborate on methods of improvement and monitor implementation on a continuous basis.



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 ESEA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.



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

School webpage with SIP: <https://dila's ate arr>

