Baker County Public Schools

AGENDA
WORK SESSION (OPEN TO THE PUBLIC)
Monday, October 7, 2024 - 4:05 PM
District Board Room (270 South Boulevard East, Macclenny, Florida 32063)
Minute Book #40 / Supplemental Book #53 / Page #7

"The Vision of the Baker County School Board is to prepare individuals to be lifelong learners, self-sufficient and responsible citizens of good character."

SCHOOL BOARD WORK SESSION

4:05 p.m. - 4:25 p.m. -Work Session on Legacy Elementary School 2024-2025 School Improvement Plan

4:30 p.m. - 4:50 p.m. -Work Session on Westside Elementary School 2024-2025 School Improvement Plan

NOTICE: Any person who desires to appeal any decision made by the School Board with respect to any matter considered at the above mentioned meeting will need a record of the proceedings, and for such purpose may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which an appeal may be based.

Item Cover Page

WORK SESSION (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	October 7, 2024
SUBMITTED BY:	Kelly Horne - (259-4244)
ITEM TYPE:	Work Session
AGENDA SECTION:	SCHOOL BOARD WORK SESSION
SUBJECT:	4:05 p.m. - 4:25 p.m. -Work Session on Legacy Elementary School 2024-2025 School Improvement Plan

ATTACHMENTS:
10.07.2024 LES School Improvement Plan Work Session_K.Horne.pdf

Baker County School District

LEGACY ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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 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

Legacy Elementary's mission is to provide an educational environment which will encourage a lifelong desire for learning, enhance creativity, and provide the personal skills needed for a successful, happy, and productive future.

Provide the school's vision statement

Legacy Elementary's vision is to prepare individuals to be lifelong learners, self-sufficient, and responsible citizens of good character.

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

Kelly A. Horne

Position Title

Principal

Job Duties and Responsibilities

Principal: Leads the faculty, staff and students on the vision and mission of the school. The Principal heads the
administration team within the school and is responsible for daily operations of the
institution. Oversees the development of curriculum, and enforces school policies relating to discipline and safety. The Principal
sets goals and ensures students are meeting their objectives. She provides a common vision for the use of data-based decision-making; ensures adequate professional development to support MTSS implementation;
conducts assessment of MTSS skills of school staff; ensures that the school-based team is implementing MTSS;

ensures implementation of intervention support and documentation; ensures that the interventions are
implemented with fidelity; and communicates with parents regarding school-based MTSS plans and activities.

Leadership Team Member #2

Employee's Name
Whitney Hall

Position Title
Assistant Principal

Job Duties and Responsibilities

The assistant principal is one of the instructional leaders of the school. She assists the school principal in the general administration of the school. She coordinates the use of school facilities for day to day activities and events. Creates schedules for he school year, and day to day activities. The assistant principal provides information about core curriculum and instruction. She provides support for the roles of the MTSS team; She gathers data on discipline; researches strategies, intervention and facilitates their implementation. She assists the principal in ensuring interventions and strategies are implemented with fidelity. She provides support for the instructional coach and the guidance counselor in their roles.

Leadership Team Member #3

Employee's Name
Wendy Smith

Position Title
Lead Teacher on Assignment

Job Duties and Responsibilities

Lead Teacher: Leads the Positive Behavior Support Team, mentors new teachers, models in classrooms, helps to create schedules for day to day activities, provides information about core curriculum and instruction, provides support for the roles of the MTSS team; gathers data on

discipline; researches strategies, intervention and facilitates their implementation. She assists the principal in ensuring interventions and strategies are implemented with fidelity.

Leadership Team Member #4

Employee's Name
Bridget Taylor

Position Title
Instructional Coach

Job Duties and Responsibilities

The instructional coach is the instructional leader of the school and partners as the testing coordinator. She facilitates best practices in teaching and learning throughout the year. She leads the Title I team to assists with brainstorming interventions based on student data that can be implemented to correct the deficiencies, or add enrichment for their students. She acts as a liaison between classroom teachers and the Title I process. She collects data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings with teachers to keep them up to date on student progress. She attends monthly team leader meetings to discuss data and student growth. She attends monthly MTSS meetings to discuss student data. She
takes on leadership projects throughout the year. As a testing coordinator, she ensures all students are entered in our testing program. She prints test tickets and creates testing groups based on exceptionalities. She ensures the testing process runs smoothly and makes sure makeup testing takes place.

Leadership Team Member #5

Employee's Name
Harli McCullough

Position Title
Guidance Counselor

Job Duties and Responsibilities

The guidance counselor's roles include facilitating our Exceptional Student Education and partnering as the testing coordinator. As lead of the Exceptional Education, she facilitates Individual Educational Plans by holding yearly meetings for each student in this program, she creates the actual plans on

the online forum and relays this information to the team. She assist with researching interventions to meet the needs of these students and acts as a liaison between the parent and the team. She holds attendance meetings and offers suggestions to correct chronic absenteeism. As a member of the Multi Tiered System of Support team, she collects data and other pertinent information for struggling students. She finds best practices and shares them with teachers. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year. As a testing coordinator, she ensures all students are entered in our testing program. She prints test tickets and creates testing groups based on exceptionalities. She ensures the testing process runs smoothly and makes sure makeup testing takes place.

Leadership Team Member #6

Employee's Name
Jana Baker

Position Title
First Grade Team Lead

Job Duties and Responsibilities

As first grade team lead, she is the instructional leader for her grade. She leads her team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies, or add enrichment for their students. She acts as a liaison between classroom teachers and Multi Tiered System of Support team. She collects data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.

Leadership Team Member #7

Employee's Name
Amanda Burnsed

Position Title
First Grade Team Lead

Job Duties and Responsibilities

As first grade team lead, she is the instructional leader for her grade. She leads her team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies, or add enrichment for their students. She acts as a liaison between classroom teachers

and Multi Tiered System of Support team. She collects data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.

Leadership Team Member #8

Employee's Name
Tracy Register

Position Title
Second Grade Team Lead

Job Duties and Responsibilities

As second grade team lead, she is the instructional leader for her grade. She leads her team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies, or add enrichment for their students. She acts as a liaison between classroom teachers and Multi Tiered System of Support team. She collects data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.

Leadership Team Member #9

Employee's Name
Staci Wignall

Position Title
Third Grade Team Lead

Job Duties and Responsibilities

As third grade team lead, she is the instructional leader for her grade. She leads her team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies, or add enrichment for their students. She acts as a liaison between classroom teachers and Multi Tiered System of Support team. She collects data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.

Leadership Team Member #10

Employee's Name
Karlie Hodges

Position Title
Fourth Grade Team Lead

Job Duties and Responsibilities

As fourth grade team lead, she is the instructional leader for her grade. She leads her team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies, or add enrichment for their students. She acts as a liaison between classroom teachers and Multi Tiered System of Support team. She collects data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.

Leadership Team Member #11

Employee's Name
Heather Christopher

Position Title
Fifth Grade Team Lead

Job Duties and Responsibilities

As fifth grade team lead, she is the instructional leader for her grade. She leads her team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies, or add enrichment for their students. She acts as a liaison between classroom teachers and Multi Tiered System of Support team. She collects data and other pertinent information for struggling students. She finds best practices and ways to guide instruction for her team. She holds weekly meetings to keep her team up to date on events and activities at the school. She attends monthly team leader meetings to discuss data and student growth. She takes on leadership projects throughout the year.

Leadership Team Member #12

Employee's Name
Quentin Taylor

Position Title
Resource Team Lead

Job Duties and Responsibilities

As resource team lead, he is the instructional leader for the resource team. He leads her team to assist with brainstorming interventions based on student data that can be implemented to correct the deficiencies, or add enrichment for their students. He acts as a liaison between classroom teachers and the resource team. He finds best practices and ways to guide instruction for his team. He holds weekly meetings to keep his team up to date on events and activities at the school. He attends monthly team leader meetings to discuss data and student growth. He takes on leadership projects throughout the year.

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.

The process for involving stakeholders is through our School Advisory Council. This council meets four times a year to discuss decisions making, and new implementations. The team reviews student data such as academic and behavior. Teachers, school staff, parents and families are encouraged to attend these meetings. We also use our PBIS team meetings to gain stakeholder involvement in the decision making process for events and positive interventions throughout the school year. The SIP was developed and reviewed with the SIP team to gain input and suggestions.

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))*

The SIP will be shared at the School Advisory Council meetings. The SIP goals will be reviewed at the school based leadership team meetings. Each month the data will be shared with this team to show progress monitoring for meeting our goals. The goals will be discussed as well as the progress towards the goals being met.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **1-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**25.8%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **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.*	**2023-24: C** **2022-23: *** **2021-22:** **2020-21:** **2019-20:**

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		34	31	23	17	39				144
One or more suspensions		8	12	14	20	23				77
Course failure in English Language Arts (ELA)		27	35	32	15	10				119
Course failure in Math		17	23	19	21	9				89
Level 1 on statewide ELA assessment				36	39	24				99
Level 1 on statewide Math assessment				27	44	31				102
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		19	10	21						50
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

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		12	13	14	11	16				66

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		8	15	6	1	0				30
Students retained two or more times		1	3	7	3	4				18

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										0
One or more suspensions										0
Course failure in ELA										0
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-6.053, F.A.C. (only applies to grades K-3)										0

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										0

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										0
Students retained two or more times										0

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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	49	57	57		51	53		55	56
ELA Grade 3 Achievement **	55	66	58		66	53			
ELA Learning Gains	49	53	60						
ELA Learning Gains Lowest 25%	48	50	57						
Math Achievement *	51	57	62		53	59		31	50
Math Learning Gains	46	50	62						
Math Learning Gains Lowest 25%	35	39	52						
Science Achievement *	44	40	57		32	54		60	59
Social Studies Achievement *								48	64
Graduation Rate								36	50
Middle School Acceleration								34	52
College and Career Readiness									80
ELP Progress			61			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 (FPPI) 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)	ATSI
OVERALL FPPI – All Students	47%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	377
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
47%						

* 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	23%	Yes	1	1
Black/African American Students	37%	Yes	1	
Hispanic Students	42%	No		
Multiracial Students	39%	Yes	1	
White Students	49%	No		
Economically Disadvantaged Students	41%	No		

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%

No ESSA data found for this school and year

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%

No ESSA data found for this school and year

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	49%	55%	49%	48%	51%	46%	35%	44%					
Students With Disabilities	16%	24%	29%	32%	23%	17%	17%						
Black/African American Students	30%	35%	41%	50%	32%	41%	58%	11%					
Hispanic Students	40%				43%								
Multiracial Students	50%				38%	30%							
White Students	55%	60%	50%	41%	56%	47%	27%	53%					
Economically Disadvantaged Students	41%	50%	44%	45%	44%	39%	33%	34%					

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	52%	64%	-12%	55%	-3%
Ela	4	48%	57%	-9%	53%	-5%
Ela	5	43%	45%	-2%	55%	-12%
Math	3	57%	67%	-10%	60%	-3%
Math	4	43%	51%	-8%	58%	-15%
Math	5	47%	49%	-2%	56%	-9%
Science	5	44%	40%	4%	53%	-9%

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?

This is the first year at Legacy Elementary School. Legacy was opened in August of 2023. The data component we can use to compare data would be PM1 to PM3. Our 3rd Grade ELA PM data went from a 16% proficiency on PM1 to a 52% proficiency on PM3. This shows a growth of 36%. The states growth from PM1 to PM3 was 24% on PM1 to 55% on PM3, this is a growth of 31%. This indicates we grew more than the state for 3rd grade ELA PM data for proficiency.

Lowest Performance

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

Legacy's lowest data is 5th Grade ELA proficiency. We started ELA PM1 at 21% and grew to PM3 43% proficiency. This is an increase of 22% growth. The state started ELA PM1 at 31% and increased to PM3 55% proficient. This is 24% growth. Although the growth was close to that of the state, the proficiency is 12% lower than the state. Although the growth indicates being close to the state growth for proficiency, 5th Grade ELA showed the lowest performance.

Greatest Decline

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

Legacy is a new school, we do not have previous year data.

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.

Legacy's lowest data is 5th Grade ELA proficiency. We started ELA PM1 at 21% and grew to PM3 43% proficiency. This is an increase of 22% growth. The state started ELA PM1 at 31% and increased to PM3 55% proficient. This is 24% growth. Although the growth was close to that of the state, the proficiency is 12% lower than the state. This indicates the largest gap compared to the state average.

EWS Areas of Concern

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

1. African American
2. Multi-racial Students
3. Students with Disabilities

Highest Priorities

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

1. Increase proficiency in ELA 3rd-5th grade.
2. Increase proficiency in Math 3rd-5th grade.
3. Increase science proficiency in 5th grade.
3. Decrease discipline data by 25%
4. Increase proficiency in 5th grade science.

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.

ESSA Subgroups specifically relating to Black/African American Students (BLK)

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.

This subgroup currently has a federal percent points index of 37%, which is below the required 41%.
3rd grade: 30% of Black/African American students who took the ELA FAST PM3 scored at or above a level 3.
4th grade: 26% of Black/African American students who took the ELA FAST PM3 scored at or above a level 3.
5th grade: 25% of Black/African American students who took the ELA FAST PM3 scored at or above a level 3.
5th grade Science: 11% of Black/African American students who took the FCAT Science scored at or above a level 3.

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.

3rd grade: At PM 3, 50% will score a Level 3 or above on the ELA F.A.S.T.
4th grade: At PM 3, 50% will score a Level 3 or above on the ELA F.A.S.T.
5th grade: At PM 3, 50% will score a Level 3 or above on the ELA F.A.S.T.
5th grade: 50% of students will score a Level 3 or above on the FCAT Science.

The plans to achieve this are through direct specialized phonics instruction in grades 3-5 for these specific students deficient in phonics, direct specialized instruction on comprehension for these specific students deficient in comprehension. The outcome will be measured through progress monitoring using STAR every 6 weeks.

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.

This will be monitored through STAR progress monitoring every 6 weeks and ELA FAST PM1 and PM 2 assessments. Students will receive this specialized instruction and will be measured for growth using the STAR and FAST progress monitoring. Data will be reviewed to monitor growth and make necessary instructional adjustments.

Person responsible for monitoring outcome
Bridget Taylor and Wendy Smith

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:
UFLI is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.

Rationale:
UFLI Foundations is research and evidence based. It has been developed to align with what decades of reading research has shown to be effective. UFLI incorporated findings from research on word reading development and effective instruction to build an explicit and systematic program for teaching children to read and spell words. After two years of developing the program, students who received instruction using UFLI Foundations made significant gains in phonemic awareness, decoding, and oral reading fluency.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
ClearFluency is a distinctive online reading coach, designed to boost vocabulary, fluency, and comprehension across diverse age and ability levels, including English learners and advanced readers. Beyond just reading words, ClearFluency emphasizes accuracy, pace, and expression, acting like a personal tutor for reading and comprehension. With unique features like real-time oral feedback, it supports students precisely when they need it, fostering a love for reading.

Rationale:
ClearFluency is reaseach and evidence based. Founded by cognitive and computer scientists from Carnegie Mellon University, Carnegie Learning has been deeply immersed in research from the get-go. The ClearFluency work is built on groundbreaking research on how the brain learns from cognitive scientists at leading U.S. universities, as well as over 30 years of evidence-based research.

We work diligently to apply all of this research to our products and services, to give you and your students the best learning experience possible.

Tier of Evidence-based Intervention:
Tier 3 – Promising 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
Intervention Schedule

Person Monitoring:
Whitney Hall

By When/Frequency:
Beginning of the year/ monitor monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
An intervention schedule will be created to ensure African American students scoring lower than the state on FAST will receive intervention.

Action Step #2
Classroom Walkthrough Look for Tool

Person Monitoring:
Bridget Taylor

By When/Frequency:
Beginning of the year/ Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Look for Tool will be created to give teachers and administration guidlines to follow. Administration and the instructional coach will complete walk throughs to ensure best practices are being done with fidelity.

Action Step #3
Lunch Bunch mentorship program

Person Monitoring:
Bridget Taylor

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Mentors will meet with identified students weekly to read books, take AR tests and reinforce leadership skills.

Action Step #4
New science curriculum- Discovery Science and Study Island Science will be implemented this school year.

Person Monitoring:
Whitney Hall

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Professional Development for teachers on Discovery Science and Study Island Science will take

place in August. Classroom walkthroughs to check fidelity of science being taught daily.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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.

This subgroup currently has a federal percent of points index at 23%, which is below the required 41%.
3rd grade: 21% of Students with Disabilities who took the ELA FAST PM3 scored at or above a level 3.
4th grade: 13% of Students with Disabilities who took the ELA FAST PM3 scored at or above a level 3.
5th grade: 5% of Students with Disabilities who took the ELA FAST PM3 scored at or above a level 3.

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.

3rd grade: At PM 3, 50% will score a Level 3 or above on the ELA F.A.S.T.
4th grade: At PM 3, 50% will score a Level 3 or above on the ELA F.A.S.T.
5th grade: At PM 3, 50% will score a Level 3 or above on the ELA F.A.S.T.

The plans to achieve this are through direct specialized phonics instruction in grades 3-5 for these specific students deficient in phonics, direct specialized instruction on comprehension for these specific student deficient in comprehension. The outcome will be measured through progress monitoring using STAR every 6 weeks.

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.

This will be monitored through STAR progress monitoring every 6 weeks and ELA FAST PM1 and PM 2 assessments. Students will receive this specialized instruction and will be measured for growth

using the STAR and FAST progress monitoring. Data will be reviewed to monitor growth and adjustments.

Person responsible for monitoring outcome
Kelly Horne and Whitney Hall

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:
UFLI is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.

Rationale:
UFLI Foundations is research and evidence based. It has been developed to align with what decades of reading research has shown to be effective. UFLI incorporated findings from research on word reading development and effective instruction to build an explicit and systematic program for teaching children to read and spell words. After two years of developing the program, students who received instruction using UFLI Foundations made significant gains in phonemic awareness, decoding, and oral reading fluency.

Tier of Evidence-based Intervention:
Tier 3 – Promising 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
Implementation of evidence based program followed by progress monitoring

Person Monitoring:	**By When/Frequency:**
Bridget Taylor	MTSS Meetings/ Every 6 weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The evidence based program will be implemented using UFLI for Phonics. Students will be monitored by taking the STAR test every 6 weeks and PM1 & PM 2. Data will be tracked by the Instructional coach. Once students become proficient in phonics they will begin in comprehension. The instructional coach will share the data collected and decisions will be made based on proficiency.

Action Step #2
Classroom Walkthrough Look For Tool

Person Monitoring:
Bridget Taylor

By When/Frequency:
Beginning of the year/ Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Look for Tool will be created to give teachers and administration guidlines to follow. Administration and the instructional coach will complete walk throughs to ensure best practices are being done with fidelity.

Action Step #3
Direct Specialized Instruction schedule

Person Monitoring:
Administration - Kelly Horne, Whitney Hall

By When/Frequency:
Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
A strategic schedule was developed based on student levels. This schedule will be followed by the support facilitators. This will be monitored by school administration.

Area of Focus #3

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

ESSA Subgroups specifically relating to Multiracial Students (MUL)

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.

This subgroup currently has a federal percent points index of 39% which is below the required 41%.
3rd grade: 25% of Multi-racial students who took the ELA FAST PM3 scored at or above a level 3.
4th grade: 57% of Multi-racial American students who took the ELA FAST PM3 scored at or above a level 3.
5th grade: 50% of Multi-racial American students who took the ELA FAST PM3 scored at or above a level 3.

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.

3rd grade: At PM 3, 50% will score a Level 3 or above on the ELA F.A.S.T.
4th grade: At PM 3, 60% will score a Level 3 or above on the ELA F.A.S.T.
5th grade: At PM 3, 60% will score a Level 3 or above on the ELA F.A.S.T.

The plans to achieve this are through direct specialized phonics instruction in grades 3-5 for these

specific students deficient in phonics, direct specialized instruction on comprehension for these specific students deficient in comprehension. The outcome will be measured through progress monitoring using STAR every 6 weeks.

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.

This will be monitored through STAR progress monitoring every 6 weeks and ELA FAST PM1 and PM 2 assessments. Students will receive this specialized instruction and will be measured for growth using the STAR and FAST progress monitoring. Data will be reviewed to monitor growth and make necessary instructional adjustments.

Person responsible for monitoring outcome

Bridget Taylor and Wendy Smith

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:

UFLI is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.

Rationale:

UFLI Foundations is research and evidence based. It has been developed to align with what decades of reading research has shown to be effective. UFLI incorporated findings from research on word reading development and effective instruction to build an explicit and systematic program for teaching children to read and spell words. After two years of developing the program, students who received instruction using UFLI Foundations made significant gains in phonemic awareness, decoding, and oral reading fluency.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

ClearFluency is a distinctive online reading coach, designed to boost vocabulary, fluency, and comprehension across diverse age and ability levels, including English learners and advanced readers. Beyond just reading words, ClearFluency emphasizes accuracy, pace, and expression, acting like a personal tutor for reading and comprehension. With unique features like real-time oral feedback, it supports students precisely when they need it, fostering a love for reading.

Rationale:
ClearFluency is reaseach and evidence based. Founded by cognitive and computer scientists from Carnegie Mellon University, Carnegie Learning has been deeply immersed in research from the get-go. The ClearFluency work is built on groundbreaking research on how the brain learns from cognitive scientists at leading U.S. universities, as well as over 30 years of evidence-based research. We work diligently to apply all of this research to our products and services, to give you and your students the best learning experience possible.

Tier of Evidence-based Intervention:
Tier 3 – Promising 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
Intervention Schedule

Person Monitoring:
Whitney Hall

By When/Frequency:
Beginning of the year/ monitor monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
An intervention schedule will be created to ensure Multi Racial students scoring lower than the state on FAST will receive intervention.

Action Step #2
Look For Classroom Walkthrough Tool

Person Monitoring:
Bridget Taylor

By When/Frequency:
Beginning of the year/ Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Look for Tool will be created to give teachers and administration guidlines to follow. Administration and the instructional coach will complete walk throughs to ensure best practices are being done with fidelity.

Action Step #3
Lunch Bunch Mentorship Program

Person Monitoring:
Bridget Taylor

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Mentors will meet with identified students weekly to read books, take AR tests and reinforce leadership skills.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

An area of focus relevant to Legacy is our discipline referrals. The referrals represent misbehavior which leads to time out of the classroom and missing instruction. We had 73 students with one or more suspensions for the 23-24 school year. We had a total of 402 referrals for the school year.

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.

Our data includes 73 students with one or more suspensions for the 23-24 school year. We had a total of 402 referrals for the school year. The measurable outcome is to reduce referrals by 25%.

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.

This will be monitored by reviewing monthly referral data during PBIS meetings, reviewing behavior tracking forms, providing classroom management professional development opportunities, data chats, monthly team leader meetings, bi-weekly grade level meetings,

Person responsible for monitoring outcome

Wendy Smith

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:

PBIS program- PBIS is an evidence based three tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes everyday.

Rationale:

When you implement PBIS well, students experience improved behavioral, social, emotional, and academic outcomes.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1
PBIS Events

Person Monitoring:
Wendy Smith

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
At our monthly PBIS team meetings, we will create a schedule for PBIS events. Students must follow school wide expectations by earning Pawbucks to participate in the events. The team will analyze behavior data monthly to target specific areas of improvement.

Action Step #2
Check In Check Out

Person Monitoring:
Wendy Smith

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students are selected to participate by teacher recommendation and discipline data at the end of the first nine weeks. Teachers will fill out goal cards for students. Students will check in with their mentor teacher daily. Teachers will turn in goal cards to Wendy at the end of each week. Weekly results will be monitored to adjust goals or to determine if students can graduate from the program.

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.

The SIP will be shared on our Legacy Elementary School Facebook page and district website www.bakerk12.org. It will also be shared with stakeholders in a quarterly SAC meeting, our school board members during a school board meeting and with faculty and staff.

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))

Legacy Elementary School will build positive relationships with parents, families and stakeholders by holding parent conferences throughout the school year, Open House, weekly classroom newsletters, monthly school newsletters, Class DOJO and Remind APP, PBIS events, Super Kids, Legacy Leaders, monthly Family Reading Nights, grade level evening performances, school-wide events, field trips, class parties, Book Fair, hosting community events and FAST assessment/Curriculum parent nights. The PFEP will be made publicly available on the school district website. https://www.bakerk12.org/Domain/1444

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))

The school plans to strengthen the academic programs, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum by continuing to implement the 90 minute reading block, aligning intervention schedules for Tier 2/3 small group instruction, implementing new intervention curriculum, implementing new science curriculum and incorporating a math intervention block with interventionists.

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))

No Answer Entered

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))

Guidance counselor available when needed, mental health counselor available when needed and scheduled weekly sessions with identified students, Sanford Harmony Social Emotional curriculum, Ripple Effects Social Emotional curriculum, school resource office mentoring, Lunch Bunch, and PBIS Check In/Check Out.

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))

No Answer Entered

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)).

PBIS program- PBIS is an evidence based three tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes everyday.

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)).

- Beginning teacher PLC
- Book Study: *First Day's of School* by Harry Wong
- Book Study: *Fundamental 5*
- NEFEC new teacher training
- Opportunities to observe other classrooms

- Professional Development Certification Program (PDCP)
- MTSS training
- UFLI training
- PLCP
- CPI
- De-escalation strategies
- Monthly Friday Faculty Focus meetings
- Bi-weekly grade level team meetings
- Tier 1 Training
- Safety Training
- Writing Training
- Study Island Training
- NEFEC Rural Connect
- PBIS Refresher
- FAST / STAR Training
- Learning.com training
- Nurse Training- Stop the bleed/ Epi Pen
- Classroom Management
- Media Training
- Phonics for Reading training (Interventionists)
- District Collaboration
- New Teacher Network
- McKinney Vento Training
- Florida Threat Management Model Training
- Final Site
- Magnetic Reading -12/5
- Reflex Math
- Summer Literacy Institute
- Mental Health Training (every 3 years)
- Kognito *At Risk*- suicide awareness training
- Kognito Zoom follow up
- BEESS PD learning modules through FDLRS

https://fl-pda.org/#/home

- Reading endorsement courses

https://schultzcenter.org/courses/

- ESOL endorsement courses

https://schultzcenter.org/courses/

- DCF Identifying and Reporting Child Abuse and Neglect Course

https://www.myflfamilies.com/service-programs/abuse-hotline/training.shtm

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))

No Answer Entered

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.

The usage of resources will be reviewed by classroom walkthroughs, lesson plan checks, data chats, mentoring meetings, and team leader meetings.

Specifics to Address the Need

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

The specific resources that will be implemented will be UFLI and Clear Fluency. The rationale for selecting these specific strategies is that they are Tier 3 promising evidence based interventions. Student growth will be monitored through STAR progress monitoring every 6 weeks and ELA PM1 & PM2 assessments.

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

Item Cover Page

WORK SESSION (OPEN TO THE PUBLIC) AGENDA ITEM REPORT

DATE:	October 7, 2024
SUBMITTED BY:	Kelley Murphy - (259-2216)
ITEM TYPE:	Work Session
AGENDA SECTION:	SCHOOL BOARD WORK SESSION
SUBJECT:	4:30 p.m. - 4:50 p.m. -Work Session on Westside Elementary School 2024-2025 School Improvement Plan

ATTACHMENTS:
10.07.2024 WES School Improvement Plan Work Session_K.Murphy.pdf

Baker County School District

WESTSIDE ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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 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

"At Westside Elementary School, we are dedicated to creating a supportive and inclusive learning environment where every student is valued, challenged, and empowered to grow and thrive. We believe that education is a journey that fosters the development of the whole child - intellectually, emotionally, socially, and physically. Our mission is to equip students with the skills, confidence, and compassion to succeed in all aspects of life, become active members of their communities, and become lifelong learners who make a positive impact in the world."

Provide the school's vision statement

"Empowered by a collaborative community, Westside Elementary School students will thrive as curious, resilient, and academically accomplished problem-solvers, equipped to navigate a rapidly changing world and inspired to become lifelong learners, innovators, and leaders."

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
KELLEY MURPHY

Position Title
PRINCIPAL

Job Duties and Responsibilities

Primary duties include leading the school community, managing resources, supervising staff, teaching and learning support, discipline and safety, communication with parents and staff, and strategic planning.

Leadership Team Member #2

Employee's Name
HEATHER HICKOX

Position Title
ASSISTANT PRINCIPAL

Job Duties and Responsibilities

Assistant Principal's duties typically include supporting the principal, supervising teachers, managing student behavior, coordinating events, and providing guidance to students, teachers, and parents while maintaining a safe and positive learning environment.

Leadership Team Member #3

Employee's Name
SUZANNE MILLER

Position Title
GUIDANCE COUNSELOR

Job Duties and Responsibilities

WES School Improvement Team duties include reviewing student performance data, identifying areas for improvement, developing action plans, and implementing strategies to increase student achievement and school effectiveness.

Leadership Team Member #4

Employee's Name
DEBBIE CREWS

Position Title
INSTRUCTIONAL COACH/TITLE ONE SUPERVISOR

Job Duties and Responsibilities

WES School Improvement Team duties include reviewing student performance data, identifying areas for improvement, developing action plans, and implementing strategies to increase student achievement and school effectiveness.

Leadership Team Member #5

Employee's Name
COLLIN CREWS

Position Title
SUPPORT FACILITATOR

Job Duties and Responsibilities

WES School Improvement Team duties include reviewing student performance data, identifying areas

for improvement, developing action plans, and implementing strategies to increase student achievement and school effectiveness.

Leadership Team Member #6

Employee's Name
CHERYL RHODEN

Position Title
READING SUPPORT

Job Duties and Responsibilities

WES School Improvement Team duties include reviewing student performance data, identifying areas for improvement, developing action plans, and implementing strategies to increase student achievement and school effectiveness.

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.

Stakeholders will be involved in the development of the School Improvement Plan process through school-based leadership meetings, faculty meetings, and School Advisory Council meetings.

Parents are the primary stakeholders of the school as they have a direct interest in their children's education and wellbeing. Faculty and staff are responsible for the delivery of educational services to the students. They are the backbone of the school, creating a positive learning environment, curriculum development, and delivery, and nurturing students' academic growth and development. Administrators are responsible for overseeing the school's operations, ensuring that policies, programs, and guidelines are efficiently executed. Business partners in the local community can be stakeholders in the school, contributing to the school's programs, resources, and financial needs.

The Title 1 School Advisory Committee (SAC) is comprised of representatives from every group of stakeholders. Thus the committee serves as a vital link between the school and the community, providing insights and recommendations to ensure the school meets the community's needs and expectations. SAC meetings will be used to share and interpret school-wide data to identify areas where growth is needed and to develop an improvement plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state 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))*

The plan will be regularly monitored through school-based data chats and MTSS leadership meetings. During these meetings, data will be monitored and analyzed to ensure that the school is on track to meet the school improvement plan goals. The school will also assess the effectiveness of the MTSS implementation using a variety of measures such as surveys, teacher feedback, and student performance data. The results of the evaluation will be used to make necessary adjustments to the implementation process and to improve the plan moving forward. If adequate progress is not being

met, the school will continue to implement the MTSS problem-solving process to revise the plan as needed.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **1-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**18.0%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **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.*	**2023-24: C** **2022-23: B*** **2021-22: A** **2020-21:** **2019-20: A**

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		30	35	37	31	31				164
One or more suspensions		7	12	3	14	14				50
Course failure in English Language Arts (ELA)		11	12	11	1	1				36
Course failure in Math		3	7	3	4	1				18
Level 1 on statewide ELA assessment				19	19	29				67
Level 1 on statewide Math assessment				18	27	36				81
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				19						19
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				18	27					45

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		14	18	11	10	11				64

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		13	15	6	0	1				35
Students retained two or more times			6	5	4	1				16

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		44	40	37						121
One or more suspensions		10	11	5						26
Course failure in ELA		19	21	17						57
Course failure in Math		9	4	4						17
Level 1 on statewide ELA assessment		48	43	11						102
Level 1 on statewide Math assessment		21	37	16						74
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		80	88	36						204

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		6	15	5						26

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		6	13	9						28
Students retained two or more times		1	5	4						10

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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	54	57	57	64	51	53	65	55	56
ELA Grade 3 Achievement **	63	66	58	64	66	53			
ELA Learning Gains	51	53	60						
ELA Learning Gains Lowest 25%	46	50	57						
Math Achievement *	50	57	62	58	53	59	68	31	50
Math Learning Gains	49	50	62						
Math Learning Gains Lowest 25%	42	39	52						
Science Achievement *	32	40	57		32	54		60	59
Social Studies Achievement *								48	64
Graduation Rate								36	50
Middle School Acceleration								34	52
College and Career Readiness									80
ELP Progress			61			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 (FPPI) 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)	ATSI
OVERALL FPPI – All Students	48%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	387
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
48%	62%	67%	68%		74%	69%

* 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	30%	Yes	3	1
Black/African American Students	36%	Yes	2	
Hispanic Students	72%	No		
Multiracial Students	55%	No		
White Students	49%	No		
Economically Disadvantaged Students	45%	No		

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	40%	Yes	2	
Black/African	33%	Yes	1	

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%
American Students				
White Students	66%	No		
Economically Disadvantaged Students	54%	No		

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%
Students With Disabilities	31%	Yes	1	1
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	46%	No		

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%
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students	70%	No		
Economically Disadvantaged Students	61%	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	54%	63%	51%	46%	50%	49%	42%	32%					
Students With Disabilities	30%	33%	40%	36%	18%	30%	43%	13%					
Black/African American Students	38%		44%	36%	32%	48%	36%	18%					
Hispanic Students	79%				64%								
Multiracial Students	55%				55%								
White Students	56%	61%	51%	45%	51%	48%	44%	34%					
Economically Disadvantaged Students	48%	59%	48%	49%	42%	47%	42%	24%					

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	64%	64%			58%								
Students With Disabilities	37%	37%			47%								
Black/African American Students	35%	35%			29%								
White Students	68%	68%			61%								
Economically Disadvantaged Students	56%	56%			49%								

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	65%				68%								
Students With Disabilities	16%				46%								
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	53%				38%								
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students	67%				72%								
Economically Disadvantaged Students	60%				61%								

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	62%	64%	-2%	55%	7%
Ela	4	59%	57%	2%	53%	6%
Ela	5	38%	45%	-7%	55%	-17%
Math	3	56%	67%	-11%	60%	-4%
Math	4	52%	51%	1%	58%	-6%
Math	5	38%	49%	-11%	56%	-18%
Science	5	31%	40%	-9%	53%	-22%

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?

Our recent assessment results revealed concerning trends: scores dropped across all subjects—language arts, math, and science—for students in grades one through five. This indicates that our current strategies were ineffective. To address these challenges, we will conduct a thorough analysis of teaching methods, curriculum alignment, and student engagement. This work began over the summer break during curriculum mapping. Many teachers took immediate ownership of the disappointing scores and immediately began planning for improvement. In fact, gathering input from teachers, parents, and students will be crucial in identifying areas for improvement. Our school improvement plan will focus on targeted interventions, enhanced professional development for educators, and increased resources for students. With a collaborative approach, we aim to revitalize our instructional practices and elevate student achievement across all grade levels.

Lowest Performance

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

Westside's subgroup of Students with Disablities showed the lowest performance. For the 2021-22 school year, the students with disabilities federal percent of points index was 31%, for 2022-23 it was 40%, and for 2023-24 it was 31%. This subgroup has been below 41% for three years in a row which means it will be categorized as needing Additional Targeted Support and Improvement (ATSI).

Contributing Factors :

1. **Instructional Support and Resources**: Students with disabilities often require specialized instructional strategies, supports, and resources tailored to their individual needs. The low performance may reflect challenges in providing adequate support and resources to effectively address these needs.
2. **Teacher Training and Professional Development**: Teachers may require specific training and ongoing professional development to effectively implement individualized education plans (IEPs) and accommodate diverse learning needs within the classroom. A lack of specialized training could impact the quality of instruction provided to students with disabilities.
3. **Parental Involvement and Advocacy**: The involvement of parents or guardians in advocating for their child's educational needs and participating in the development of IEPs can significantly

impact outcomes. Challenges in fostering strong partnerships with parents or ensuring their active involvement could affect student progress.

Greatest Decline

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

The recent assessment data indicates a significant decline in third grade English Language Arts scores, plummeting from 64% to 54%. This marks the most significant drop reported from the previous year, prompting urgent inquiries into its causes. It's possible that our instructional methods have not aligned with the rigor of the current standards, as we may have relied too heavily on traditional materials. To address this issue, we will analyze our curriculum and teaching strategies to ensure they align with Florida Standards. Implementing modern resources and approaches will be essential in fostering improved literacy outcomes for our students, including third grade.

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.

At Westside Elementary School, there is a significant gap between the 5th grade ELA and Math proficiency scores compared to the state averages. In ELA, only 38% of students are proficient, whereas the state average is notably higher at 55% proficient. Similarly, in Math, Westside Elementary has 38% proficiency compared to the state's 56%.

The significant gap in 5th grade ELA and Math FAST scores compared to the state average can be attributed to several factors, particularly the addition of 5th grade to the school for the first time. In the first year of introducing 5th grade, Westside faced specific challenges:

1. **Teacher Turnover and Inexperience**: The departure of a teacher at the beginning of the year and the inability to fill one 5th grade teaching position resulted in a situation where all 5th grade teachers were either new to the school, new to teaching 5th grade, or both. This lack of continuity and experience likely impacted the consistency and quality of instruction provided to 5th grade students.
2. **Transition and Adjustment Period**: Anytime a new grade level is added to a school, there is a period of adjustment for both students and staff. New routines, academic expectations, and administrative processes need to be established, which can lead to initial disruptions in learning outcomes.
3. **Impact on Student Performance**: The combination of inexperienced teachers and a new grade level could have affected student engagement, motivation, and ultimately their performance on standardized assessments. Teachers who are unfamiliar with the dynamics of teaching 5th grade or navigating the school's specific educational environment may struggle to

effectively address student needs and optimize learning opportunities.

EWS Areas of Concern

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

The statistics of 26% of students missing 10% or more of the school year and 50 students having one or more suspensions are significant areas of concern for several reasons:

1. **Impact on Academic Achievement**: Missing 10% or more of the school year equates to about 18 days or more of absences, which can severely disrupt a student's learning continuity. Chronic absenteeism often correlates with lower academic performance, as students miss out on essential instruction, class discussions, and opportunities for hands-on learning.
2. **Educational Disadvantage**: Students who are frequently absent may struggle to keep up with their peers academically, leading to achievement gaps. Consistent attendance is crucial for mastering foundational skills and building upon them throughout the school year.
3. **Behavioral and Discipline Concerns**: The presence of 50 students with one or more suspensions indicates behavioral issues. Suspension typically occurs as a disciplinary measure for serious infractions, disruptive behavior, or safety concerns. High suspension rates can disrupt the learning environment for all students and suggest underlying issues that need to be addressed through targeted interventions and support services.
4. **School Climate and Safety**: Persistent absenteeism and disciplinary incidents can affect the overall school climate, making it more challenging for teachers to maintain an effective learning environment. It can also impact the sense of safety and well-being among students, teachers, and staff.
5. **Long-term Implications**: Students who miss significant amounts of school or face disciplinary actions may be at risk of falling behind academically and socially. This can have long-term consequences on their educational outcomes, including lower graduation rates and decreased opportunities for future success.

Highest Priorities

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

For the 2024-25 school year, our top five priorities will focus on

1) enhancing instructional rigor

2) ensuring that SWDs are receiving instruction for their IEP goals and getting grade level, standards-based instruction, as well

3) identify the specific needs of our black students and engaging them with relevent instruction, positive teacher-students relationships, and making real-life connections with learning

4)effective professional development on the Science of Reading

By analyzing what went wrong, we aim to develop a comprehensive school improvement plan that

addresses these issues effectively and fosters inclusive academic success.

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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.

Description of Area of Focus
Our area of focus is to improve educational outcomes for students with disabilities by implementing targeted support and intervention strategies that align with their Individual needs. We aim to provide appropriate scaffolding and resources for students with disabilities to engage fully in the curriculum and achieve grade-level proficiency.

Impact on Student Learning:
Improving grade level support and interventions for students with disabilities significantly impacts their learning experiences and outcomes.

1. **Magnetic Reading**: By tailoring instruction and resources to meet the diverse learning needs of students with disabilities, we can help them access the general education curriculum effectively. This leads to increased engagement, participation, and comprehension of grade-level material.

2. **Skill Development**: Targeted interventions, such as specialized strategies to improve literacy skills, help students build foundational competencies necessary for academic success. Improved skills in these areas contribute to better performance on assessments and classroom activities.

Rationale for Identifying the Need:

1. **Academic Achievement Data**:Based on our FAST scores, a significant number of SWD students were not meeting grade-level expectations, highlighting an urgent need for targeted instructional support.

2. **Data**: SWDs scored a 31% proficiency on the FAST and a 3 year decline in scores, which

makes them an ATSI designation.

3.**Focus**:Based on reviewing IEPs and other documentation, it appears that most of the SWDs were receiving instruction on IEP goals that weren't based on grade level standards. While individualized instructional goals are important, students must also be exposed and challenged on grade level.

By focusing on enhancing support and interventions for students with disabilities, our school aims to foster a more inclusive environment that promotes academic success and personal growth for all students, helping them reach their fullest potential.

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.

2023-24 Data on Spring Assessments:
1st Grade--55% scored below grade level STAR
2nd Grade--39% scored below grade level STAR
3rd Grade--37% scored below grade level FAST
4th Grade--41% scored below grade level FAST
5th Grade--62% scored below grade level FAST

2024-25 Goal for Spring Assessments:
1st Grade--20% or less below grade level STAR
2nd Grade--20% or less below grade level STAR
3rd Grade--20% or less below grade level FAST
4th Grade-- 20% or less below grade level FAST
5th Grade--20% or less below grade level FAST

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.

Implement a framework for ongoing assessment of student progress towards IEP goals and overall academic achievement, allowing for timely adjustments to interventions as needed:

*Guidance will plan meetings with teachers, interventionists, and parents to review students IEP goals according to law. In addition, parents will be informed per the classroom teacher of grade level incremental goals for students based on diagnostic assessments and classwork.

*Support Facilitator will coordinate interventions and provide support as needed.

*Parents will have grade level standard goals to monitor at home during homework.

Person responsible for monitoring outcome
Support Facilitator

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:
Magnetic Reading is a print-based, supplemental reading program, intended to be used for 30-45 minutes a day. The program is designed to support grade 3 – 5 students' comprehension skills and is intended to be used as the comprehension strand within the daily reading block. Magnetic Reading provides students with culturally-relevant and high-interest grade-level texts and includes a digital library of educator resources intended to support whole-class and differentiated instruction, as well as scaffolds and protocols.

Rationale:
3rd Grade: Magnetic Reading – Magnetic Reading has promising levels of evidence from one study. The following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide: Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. High-interest, online, leveled texts, both fiction and nonfiction, are provided to students to develop fluency and vocabulary. These language-rich texts are followed by a variety of questions based on the selection, both multiple choice and open-ended. These questions are explicit and inferential, and build on each other in order to develop students' understanding of text features and comprehension. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to the Florida B.E.S.T. benchmarks. 4th – 5th Grades: Magnetic Reading – Magnetic Reading has promising levels of evidence from one study. The following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence— • Part 3A. Build students' world and word knowledge so they can make sense of the text • Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read.

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

Implementation Magnetic Reading with SWDs

Person Monitoring:
Collin Crews, Support Facilitator

By When/Frequency:
Every 6 weeks

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

Teachers received training this past summer on the Science of Reading. Magnetic Reading by Curriculum Associates is closely aligned to this type of instruction. Next, this program will be used with fidelity to teach grade level reading skills and assess progress. Impact of this action will be evaluated following post-STAR/post-FAST assessments. During Data Chats there will be discussions regarding the progress of the student based on the assessment data.

Action Step #2

Person Monitoring:

By When/Frequency:

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

Area of Focus #2

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

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.

Area of Focus: Enhancing English Language Arts Proficiency for African American Students

Our School Improvement Plan focuses on enhancing English Language Arts outcomes for African American elementary students through culturally responsive teaching and real-world connections. Research shows that students engage more deeply with content that reflects their experiences and culture. By integrating relevant and relatable texts, discussions, and assignments, we aim to increase motivation and comprehension. Furthermore, involving families and community members in literacy activities fosters a supportive environment. This targeted approach not only aims to boost academic scores but also empowers students to see the relevance of literacy in their lives, promoting lifelong learning.

Rationale:

The need to improve English Language Arts (ELA) scores among our African American elementary students has been identified as a crucial focus based on data from the Florida Assessment of Student Thinking (FAST). In the 2022-2023 academic year, the proficiency rate for this demographic was a concerning 35%, which saw a slight increase to 38% in 2023-2024. Despite this marginal improvement, the overall proficiency remains low, indicating that targeted strategies are necessary to foster substantial growth.

Prior year data highlighted specific challenges faced by these students, including a lack of culturally relevant materials and engagement strategies that connect curriculum content to their lived experiences. Feedback from teachers, parents, and community members also underscored the need for more relatable content that reflects students' realities and aspirations.

To address these issues, our school improvement plan will focus on integrating real-world connections within ELA instruction, such as utilizing literature that celebrates African American culture and history. Additionally, we will implement professional development for teachers aimed at culturally responsive teaching practices, ensuring that all students feel valued and motivated to excel in their reading and writing skills.

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.

Measurable Outcome will be scores on the Spring FAST Assessment:

2023-24
3rd--36% below proficiency ELA FAST Spring
4th--41% below proficiency ELA FAST Spring
5th--75% below proficiency ELA FAST Spring

2024-2025 Goals
3rd--20% below proficiency ELA FAST Spring
4th--20% below proficiency ELA FAST Spring
5th--20% below proficiency ELA FAST Spring

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.

Monitoring Plan for Improving English Language Arts Achievement Among African American Elementary Students

Monitoring for Desired Outcomes:
To ensure that our focus on improving English Language Arts (ELA) achievement among African American students in grades three through five is effective, a comprehensive monitoring plan will be implemented. This plan will encompass a multifaceted approach to regularly evaluate student progress, instructional effectiveness, and overall program fidelity.

Key Components of Monitoring:

1. **Formative Assessments:**
Literacy formative assessments will be conducted every 9 weeks to gauge student understanding and skills in ELA. These assessments will focus on reading comprehension, vocabulary, and writing proficiency. Teachers will analyze the data to identify areas where students excel and where further support is needed.

2. **Benchmark Assessments:**
In addition to periodic formative assessments, we will administer benchmark assessments aligned with state standards at the beginning, middle, and end of the academic year. These assessments will provide valuable data on student growth and help us adjust instruction as needed throughout the year.

3. **Data Analysis Meetings:**
Monthly data analysis meetings will be held with teachers and intervention specialists to review assessment results and student work samples. This collaborative reflection will allow teachers to share strategies, celebrate progress, and identify students who may require additional targeted support.

4. **Student Feedback:**
Gathering student feedback on their engagement with ELA content will be instrumental in understanding the effectiveness of culturally relevant materials. Surveys and focus groups will be used to collect student perspectives, informing instructional adjustments and curriculum design.

Impact on Student Achievement:
Ongoing monitoring will have a profound impact on student achievement outcomes. By utilizing data-driven decision-making, we can tailor interventions to meet the unique needs of African American students, ensuring they receive the necessary support and resources to succeed. Continuous

assessment allows for timely interventions, prevents learning loss, and fosters a responsive educational environment. As teachers refine their instructional practices based on regular feedback and data, students are more likely to feel engaged, motivated, and ultimately achieve higher proficiency levels in ELA. This systematic approach aims to close proficiency gaps and elevate the overall academic performance of our African American elementary students.

Person responsible for monitoring outcome
Principal

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:
Magnetic Reading is a print-based, supplemental reading program, intended to be used for 30-45 minutes a day. The program is designed to support grade 3 – 5 students' comprehension skills and is intended to be used as the comprehension strand within the daily reading block. Magnetic Reading provides students with culturally-relevant and high-interest grade-level texts and includes a digital library of educator resources intended to support whole-class and differentiated instruction, as well as scaffolds and protocols.

Rationale:
3rd Grade: Magnetic Reading – Magnetic Reading has promising levels of evidence from one study. The following IES Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide: Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. High-interest, online, leveled texts, both fiction and nonfiction, are provided to students to develop fluency and vocabulary. These language-rich texts are followed by a variety of questions based on the selection, both multiple choice and open-ended. These questions are explicit and inferential, and build on each other in order to develop students' understanding of text features and comprehension. The district will support and monitor implementation of this program by teacher walkthroughs, maintaining access to 1:1 Chromebooks, and assessing lesson plans, including teacher compensation for planning curriculum maps and correlations to the Florida B.E.S.T. benchmarks. 4th – 5th Grades: Magnetic Reading – Magnetic Reading has promising levels of evidence from one study. The following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4–9: Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence. Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Strong Evidence— • Part 3A. Build students' world and word knowledge so they can make sense of the text • Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read.

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
Magnetic Reading for African American Students

Person Monitoring:
Kelley Murphy

By When/Frequency:
6 weeks

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers received training this past summer on the Science of Reading. Magnetic Reading by Curriculum Associates is closely aligned to this type of instruction. Next, this program will be used with fidelity to teach grade level reading skills and assess progress. Impact of this action will be evaluated following post-STAR/post-FAST assessments. During Data Chats there will be discussions regarding the progress of the student based on the assessment data.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

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.

Data from the 2023-2024 school year shows that 26% of the students at Westside Elementary School were chronically absent. Students who have missed 10% or more of the school year are identified as chronically absent. A breakdown of grade levels revealed the following information:

- 1st grade: 25% chronically absent
- 2nd grade: 25% chronically absent
- 3rd grade: 29% chronically absent
- 4th grade: 25% chronically absent
- 5th grade: 29: chronically absent

Data also showed that 22 % of our SWDs (our lowest-performing subgroup) were chronically absent.

Chronic absenteeism may lead to learning gaps, reduced academic achievement, decreased engagement and motivation, and have a negative social and emotional impact on students.

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.

Westside Elementary School will improve its chronic absenteeism rate from 26% of students to 5%.

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.

The school-based PBIS team will be responsible for monitoring attendance at the monthly team meetings. A student who has missed 8 or more days will be assigned a Panther Pal mentor. Ongoing monitoring will ensure that all students are being tracked and do not slip between the cracks.

Person responsible for monitoring outcome

Heather Hickox

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:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

The school-based PBIS team will meet monthly to discuss school-wide attendance and identify students who have missed 8 school days or more.

Person Monitoring:	**By When/Frequency:**
Heather Hickox/PBIS Team	Monthly

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

The team will review attendance and identify students who at at risk of becoming chronically absent. Students who have missed 8 days or more will be assigned a mentor. The team will continue to monitor the students at the monthly meetings.

Action Step #2

Person Monitoring:	**By When/Frequency:**

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

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.

To effectively disseminate the School Improvement Plan (SIP), UniSIG budget, and Schoolwide Program (SWP) to stakeholders, we will implement a multi-faceted approach. We will utilize Title 1 School Advisory Council meetings, send newsletters to parents, and school website updates to communicate key information. Additionally, social media platforms will share highlights and achievements, fostering community engagement. Feedback forms will be available to continuously improve our communication strategies and ensure clarity.

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))

To effectively disseminate our School Improvement Plan (SIP), Universal School Improvement Grant (UniSIG) budget, and Schoolwide Plan (SWP) to stakeholders, we will implement a comprehensive communication strategy that ensures transparency, engagement, and accessibility. Here's our detailed plan:

Communication Channels:

- **School Website:** A dedicated section on the school website will be created to house the SIP, UniSIG budget, and SWP documents.
- **Social Media:** Use our school's Facebook page to share highlights and key updates regarding

the SIP and related initiatives.

Stakeholder Meetings:
- **Parent Nights:** Host regular meetings for families, staff, and local businesses to discuss the SIP's goals, progress, and how they can get involved. These sessions will be scheduled at convenient times.
- **Student Forums:** Engage students in so they can provide their insights and understand the goals set for them.

Feedback:
- **Surveys:** Conduct surveys for parents, students, and staff to gather feedback on the SIP and its implementation. Ensure surveys are straightforward and easily administered online and on paper.

Workshops and Training:
- **Parent Workshops:** Offer workshops that explain the SIP in clear terms, outlining how it impacts students' education and how families can support these efforts at home.
- **Staff Training:** Provide professional development sessions to school staff to better understand the SIP and to ensure they can relay key information to families effectively.

By utilizing these methods, we aim to promote transparency and encourage active participation from all stakeholders in our School Improvement Plan. This will ensure that everyone in our school community is informed, engaged, and empowered to support our students' success.

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))

To strengthen the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum, the school has devised a comprehensive plan anchored in several key strategies. Below are the primary components of this plan:

Strengthening the Academic Program:

Curriculum Review and Alignment:
- Conduct a thorough review of the existing curriculum to ensure it aligns with state standards and best practices.
- Incorporate interdisciplinary approaches that foster deeper learning and critical thinking.
- Ensure that the curriculum is inclusive and culturally relevant, providing diverse perspectives.

Professional Development for Educators:
- Provide ongoing professional development workshops focusing on innovative teaching methods, differentiated instruction, and effective assessment strategies.
- Continue the Beginning Teacher Program where experienced teachers can guide newer educators.

Data-Driven Instruction:
- Utilize student performance data to inform instructional practices and interventions.
- Use FAST progress monitoring data regularly to monitor progress and adjust teaching strategies as needed.

Flexible Scheduling:
- Reading Block that provides longer periods for uninterupted, in-depth study and collaboration.
- Continue implementing Reading Assistants in classrooms during the Reading Block students can receive targeted support in areas of need.

Area of Focus from Part II of the SIP:

Improving Academic Achievement for SWDs and African American Students

- Implementing evidence-based reading program Magnetic Reading to boost literacy.
- Ensuring these students are tracked with their Progress Monitoring FAST scores.
-Teachers will continue training in the Science of Reading

Conclusion

By implementing these targeted strategies, the school aims to create a robust academic environment that not only enhances the quality and quantity of learning but also challenges students to reach their full potential. The emphasis on collaboration, data-informed practices, and diverse learning opportunities will foster an enriched educational experience for all students.

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))

No Answer Entered

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))

Our school is dedicated to ensuring the well-being of students by offering a range of counseling and mental health services that extend beyond traditional academic support. We have a dedicated counselor providing individual and group sessions to address students' emotional and social needs. Additionally, we have partnered with a local mental health organization to deliver school-based mental health services, ensuring that students have immediate access to professional support.

Specialized support services are in place for students with unique needs, including speech therapy, occupational therapy, and counseling for students with disabilities. Our mentoring program pairs students with caring adults on campus, fostering personal relationships that promote confidence and resilience.

Extracurricular activities, such as clubs and dances, provide opportunities for students to develop teamwork, leadership, and social skills. By integrating these resources and strategies, we aim to cultivate a supportive environment where every student can thrive socially and emotionally, ultimately enhancing their overall development and readiness for future challenges.

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))

No Answer Entered

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)).

To enhance attendance at our school, we will implement a comprehensive improvement plan that includes proactive measures and community engagement. First, we will establish an attendance

committee within PBIS to analyze data and identify at-risk students. Regular communication with families will emphasize the importance of attendance, and the plan will include a pro-active approach by reaching out to families with a history of truancy. We will create a reward system recognizing consistent attendance, such as monthly celebrations and incentives. Our goal is to foster a positive school culture that values and prioritizes attendance.

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)).

Our school prioritizes professional learning to enhance instruction and effectively utilize data from academic assessments. We implement comprehensive training programs focused on the science of reading, which empowers teachers to adopt evidence-based literacy practices. These workshops deepen educators' understanding of phonemic awareness, phonics, and comprehension strategies to improve student outcomes.

Additionally, we provide ongoing curriculum training that aligns with current educational standards, ensuring teachers are well-equipped to deliver engaging and relevant content. This includes hands-on workshops, collaborative planning sessions, and peer observations that promote best practices.

To foster a data-driven culture, we conduct regular post-assessment data chats, enabling teachers to adjust instructional strategies based on student performance. This ongoing support helps educators identify trends and target interventions effectively.

To recruit and retain effective teachers, we offer mentorship programs, professional development, and support for pursuing advanced certifications. We also foster a positive and motivating work environment through our Panther Committee with a monthly meal, holiday parties, celebrations, wedding/baby showers, and compassionate gestures for illness or death of a loved one. Through these initiatives, we aim to cultivate a skilled and committed workforce dedicated to student success.

- Beginning teacher PLC
- Book Study: First Day's of School by Harry Wong
- Book Study: Fundamental 5
- NEFEC new teacher training
- Opportunities to observe other classrooms
- Professional Development Certification Program (PDCP)
- MTSS training
- UFLI training

• PLCP
• CPI
• De-escalation strategies
• Monthly Friday Faculty Focus meetings
• Bi-weekly grade level team meetings
• Tier 1 Training
• Safety Training
• Writing Training
• Study Island Training
• NEFEC Rural Connect
• PBIS Refresher
• FAST / STAR Training
• Learning.com training
• Nurse Training- Stop the bleed/ Epi Pen
• Classroom Management
• Media Training
• Phonics for Reading training (Interventionists)
• District Collaboration
• New Teacher Network
• McKinney Vento Training
• Florida Threat Management Model Training
• Final Site
• Magnetic Reading -12/5
• Reflex Math
• Summer Literacy Institute
• Mental Health Training (every 3 years)
• Kognito At Risk- suicide awareness training
• Kognito Zoom follow up
• BEESS PD learning modules through FDLRS
https://fl-pda.org/#/home
• Reading endorsement courses
https://schultzcenter.org/courses/
• ESOL endorsement courses
https://schultzcenter.org/courses/
• DCF Identifying and Reporting Child Abuse and Neglect Course
https://www.myflfamilies.com/service-programs/abuse-hotline/training.shtm

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))

No Answer Entered

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.

The decision for utilizing Magnetic Reading was based upon the Science of Reading research. It's proven results are encouraging as we target our struggling African American and SWD student populations.
Magnetic Reading is a print-based, supplemental reading program, intended to be used for 30-45 minutes a day. The program is designed to support grade 3 – 5 students' comprehension skills and is intended to be used as the comprehension strand within the daily reading block. Magnetic Reading provides students with culturally-relevant and high-interest grade-level texts and includes a digital library of educator resources intended to support whole-class and differentiated instruction, as well as scaffolds and protocols.

Specifics to Address the Need

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

Rationale for SWD Students:
1. **Academic Achievement Data**:Based on our FAST scores, a significant number of SWD students were not meeting grade-level expectations, highlighting an urgent need for targeted instructional support.
2. **Data**: SWDs scored a 31% proficiency on the FAST and a 3 year decline in scores, which makes them an ATSI designation.
3.**Focus**:Based on reviewing IEPs and other documentation, it appears that most of the SWDs were receiving instruction on IEP goals that weren't based on grade level standards. While individualized instructional goals are important, students must also be exposed and challenged on grade level.
By focusing on enhancing support and interventions for students with disabilities, our school aims to foster a more inclusive environment that promotes academic success and personal growth for all students, helping them reach their fullest potential.

Rationale for African American Students:
1. **Academic Achievement Data**: The need to improve English Language Arts (ELA) scores among our African American elementary students has been identified as a crucial focus based on data from the Florida Assessment of Student Thinking (FAST).
2. **Academic Achievement Data**: In the 2022-2023 academic year, the proficiency rate for this demographic was a concerning 35%, which saw a slight increase to 38% in 2023-2024. Despite this

marginal improvement, the overall proficiency remains low, indicating that targeted strategies are necessary to foster substantial growth.
3.**Focus**: Prior year data highlighted specific challenges faced by these students, including a lack of culturally relevant materials and engagement strategies that connect curriculum content to their lived experiences. Feedback from teachers, parents, and community members also underscored the need for more relatable content that reflects students' realities and aspirations.
To address these issues, our school improvement plan will focus on integrating real-world connections within ELA instruction, such as utilizing literature that celebrates African American culture and history. Additionally, we will implement professional development for teachers aimed at culturally responsive teaching practices, ensuring that all students feel valued and motivated to excel in their reading and writing skills.

Teachers received training this past summer on the Science of Reading. Magnetic Reading by Curriculum Associates is closely aligned to this type of instruction.
Next, this program will be used with fidelity to teach grade level reading skills and assess progress.
Impact of this action will be evaluated following post-STAR/post-FAST assessments.
During Data Chats there will be discussions regarding the progress of the student based on the assessment data.

Follow up by: Kelley Murphy-Principal & Collin Crews-Support Facilitator

Every 6 weeks student progress will be reviewed.

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