Old Town Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Old Town Elementary School

221 SE 136TH AVE, Old Town, FL 32680

http://www.dixie.k12.fl.us

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%;   2. Have a graduation rate at or below 67%;   3. Have a school grade of D or F; or   4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Old Town Elementary School's students, staff, and families are committed to educating the whole child by working in partnership to create a safe, caring, and stimulating learning environment where children are intellectually challenged in ways appropriate to their individual strengths, needs, and experiences. We challenge students to reach towards "Dreams of Greatness."

Provide the school's vision statement.

The students, staff, and families of Old Town Elementary School are on a quest to develop positive attitudes towards learning. We will prepare students to become responsible citizens and productive members of their communities. By increasing their knowledge and understanding of themselves and their world, they will be prepared for college and future careers.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Tillis, Karen	Principal	The first responsibility of the school principal is to create and maintain a school culture of high academic achievement and safety. The school principal is to ensure student and teacher achievement by implementing a strong instructional program through professional development and instructional monitoring of teachers, support staff, and students. The principal is also responsible for facilitating the fidelity of the MTSS problem solving process for all tiers of instruction. Additionally, the principal is responsible for the recruitment and retention of high quality staff.
Sache, Christy	School Counselor	Providing direct support to students and teachers on academic and social/ emotional needs. School Wide Support Team facilitator for Resiliency, 504 and IEP coordinator, and member of the Threat Assessment Team.
	Instructional Coach	Jennifer Osteen: Provides high quality professional development, models high quality instruction, organizes and monitors the fidelity of MTSS for ELA in K-4th grade using the science of reading and high quality evidence-based practices.
Lord, Chris	Assistant Principal	The responsibility of the assistant principal is the physical and mental safety and security of the faculty, staff, and students through safety drills and proactive discipline. Additionally, the assistant principal supports the principal in all daily functions.

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

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

Because all school employees attend School Advisory Meetings, the school improvement plan will be an agenda item, disseminated, and discussed at every School Advisory Committee and Parent Teacher Organization meeting from October 10, 2023 through April 9, 2024. At every School Advisory/PTO meeting, topics from the School Improvement plan are discussed and input from members are considered by the school leadership team and documented by the secretary of the committees.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Because all school employees attend School Advisory Meetings, the school improvement plan will be an agenda item, disseminated, and discussed at every School Advisory Committee and Parent Teacher Organization meeting from October 10, 2023 through April 9, 2024. At monthly meetings, a report will be given on the number of students receiving intervention services and how the student needs are being met. After each round of school-wide data collection, data will be discussed at monthly SAC and PTO meetings, and if required, the plan will be modified to ensure school achievement goals are being met.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-4
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	8%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A

	2018-19: A
	2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	24	18	20	23	21	0	0	0	0	106
One or more suspensions	0	0	7	3	5	0	0	0	0	15
Course failure in English Language Arts (ELA)	0	3	5	7	10	0	0	0	0	25
Course failure in Math	0	2	3	5	7	0	0	0	0	17
Level 1 on statewide ELA assessment	0	0	0	15	17	0	0	0	0	32
Level 1 on statewide Math assessment	0	0	0	12	9	0	0	0	0	21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	9	16	18	34	41	0	0	0	0	118

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	4	6	6	0	0	0	0	17

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	9	11	8	4	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	2	0	0	0	0	2

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	32	37	26	24	25	0	0	0	0	144
One or more suspensions	0	0	2	1	4	0	0	0	0	7
Course failure in ELA	0	7	7	5	5	0	0	0	0	24
Course failure in Math	0	3	3	4	5	0	0	0	0	15
Level 1 on statewide ELA assessment	0	0	0	4	7	0	0	0	0	11
Level 1 on statewide Math assessment	0	0	0	2	6	0	0	0	0	8
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	12	20	0	0	0	0	32

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	5	5	6	11	0	0	0	0	27

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	9	10	5	6	1	0	0	0	0	31
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	32	37	26	24	25	0	0	0	0	144
One or more suspensions	0	0	2	1	4	0	0	0	0	7
Course failure in ELA	0	7	7	5	5	0	0	0	0	24
Course failure in Math	0	3	3	4	5	0	0	0	0	15
Level 1 on statewide ELA assessment	0	0	0	4	7	0	0	0	0	11
Level 1 on statewide Math assessment	0	0	0	2	6	0	0	0	0	8
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	9	14	0	20	0	0	0	0	49

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	5	5	6	11	0	0	0	0	27

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	9	10	5	6	1	0	0	0	0	31
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	63	56	53	67	60	56	59		
ELA Learning Gains				61			43		
ELA Lowest 25th Percentile				63			33		
Math Achievement*	79	69	59	81	64	50	74		
Math Learning Gains				66			65		
Math Lowest 25th Percentile				69			43		
Science Achievement*			54		74	59	68		
Social Studies Achievement*					72	64			
Middle School Acceleration					68	52			
Graduation Rate						50			
College and Career Acceleration						80			
ELP Progress		64	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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	204
Total Components for the Federal Index	3
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	407
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	49			
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	68			

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%
FRL	68			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	72			
FRL	66			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	63			79								
SWD	50			46							3	
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	65			78							3	
FRL	60			81							3	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	67	61	63	81	66	69						
SWD	29	40		38	55							
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	68	62	71	81	69	79						
FRL	62	57	64	80	63	69						

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	59	43	33	74	65	43	68					
SWD	38	20		32	30							
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	61	43	33	74	64	46	69					
FRL	56	47	38	72	61	46	67					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2023 - Spring	67%	60%	7%	58%	9%
03	2023 - Spring	60%	51%	9%	50%	10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	68%	61%	7%	59%	9%
04	2023 - Spring	85%	79%	6%	61%	24%

III. Planning for Improvement

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

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

The data component that showed the lowest performance was third grade ELA proficiency, level three and above. The state average for proficiency was 50% and Old Town Elementary School had a proficiency performance of 60%.
Contributing factors are the Covid Academic Slide, a complete understanding of the instructional implications of the new standards/benchmarks, new on-line achievement assessments, FAST, and ELA materials not consistent with standards/benchmarks and assessment.

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

The data component(s) that showed the greatest decline were third grade ELA and Mathematics. In both data components, there was a 10-point decrease in student proficiency, level three and above. In mathematics, the state average for proficiency was 52% and Old Town Elementary School had a proficiency performance of 68%.
Contributing factors are the Covid Academic Slide, a complete understanding of the instructional implications of the new standards/benchmarks, new on-line achievement assessments, FAST, and ELA materials not consistent with standards/benchmarks and assessment.

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.

Old Town Elementary School was above average in all data components reported.

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

The data component that showed the most improvement was 4th grade ELA proficiency. ELA proficiency, level three and above, went from 55% to 67% during the 2022-2023 school year. The new actions were the adoption and in-depth study of the ELA practice profiles, a better understanding of the 4th grade ELA Benchmarks for Excellent Student Thinking, and starting to incorporate High Leverage Practices in to our work.

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

Based on the EWS data, 25% of the student population at Old Town Elementary School has an attendance percentage less than 90%.

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

1. Continue to work towards teacher proficiency on the ELA Practice Profiles, High Leverage Practices, and B.E.S.T Standards.
2. Examine and make appropriate changes to the intervention model of third grade ELA and Mathematics. For example, ensuring that third grade students are receiving the correct level of phonic instruction in ELA. In mathematics, there will be a use of the same intervention model as fourth grade. After every unit of study, there will be an in-depth look at instruction and student performance and immediate action to address these areas of need.

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

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on current observed instructional practice, increased rigor of Florida B.E.S.T(standards) and F.A.S.T.(state assessment), and most importantly, the need to provide the highest quality instruction to our students, continued work on the Florida Practice Profiles will be our area of focus. Research proves that becoming fluent in these five instructional practices will raise student achievement.

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

Old Town Elementary will increase ELA proficiency from 63% in third and fourth grade to 68% by May 2024. Additionally, walkthrough data will show an increase on the correct use of the Practice Profile, Explicit Instruction. Our current walkthrough measures the use of the following instructional practices under Explicit Instruction: activate prior knowledge, clearly communicate goals and expectations, model or demonstrate,and provide examples and non-examples,
and frequent guided and independent practice

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

The leadership team will discuss monthly the observations made during walkthroughs.

Person responsible for monitoring outcome:

Karen Tillis (karentillis@dixie.k12.fl.us)

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

Florida Practice Profiles: Explicit Instruction, Systematic Instruction, Scaffolded Instruction, Differentiated Instruction, and Corrective Feedback. The focus for the 2023-2024 school year is Explicit Instruction.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Explicit Instruction is an independent Practice Profile; however, when done correctly, it encompasses t the other four Practice Profiles. Explicit Instruction works at every level of tiered instruction and group size. It is effective regardless of curriculum. Of the five Practice Profiles, Explicit Instruction should show the greatest impact on student achievement.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1. PLCs: Book Study, "Explicit Instruction" by Anita Archer
2. Instructional Coach will model lessons highlighting Explicit Instructional practices.
3. Leadership Team will meet bi-monthly to discuss and monitor Explicit Instructional Practices.

Person Responsible: Karen Tillis (karentillis@dixie.k12.fl.us)

By When: April 2024

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Old Town Elementary School will focus on the math instructional cycle and intervention.

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

Old Town Elementary School will increase third grade math proficiency from 68% to 74% by May 2024.

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

The area of focus will be monitored through chapter assessment data, mid and end of year data, and PLC discussions, and lessons plans.

Person responsible for monitoring outcome:

Karen Tillis (karentillis@dixie.k12.fl.us)

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

Teachers and administrators will dive deep into the chapter and chapter assessment before instruction begins. Through the use of the B.E.S.T(standards) and the Big M(online resource) teachers will discover the depth of instruction and the strategies needed for students to be successful. During instruction, monthly walkthroughs will occur to observe best practices. After every chapter assessment, teachers will come back together to discuss student outcomes, student miscues, and the need for small group instruction and/or spiral review of targeted skills.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The need to understand the standards in a deeper way and align the standards to the curriculum.

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

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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

1. Pre/Post PLC meetings to discuss math standards, strategies, and data.
2. Walkthroughs to ensure instruction is at the level required for student achievement.

Person Responsible: Karen Tillis (karentillis@dixie.k12.fl.us)

By When: Weekly/Monthly depending on grade level and instructional timing.

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

N/A

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

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

NA

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

NA

Grades 3-5 Measurable Outcomes

NA

Monitoring

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

NA

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Tillis, Karen, karentillis@dixie.k12.fl.us

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
NA	Tillis, Karen, karentillis@dixie.k12.fl.us

Title I Requirements

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

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

The school improvement plan will be an agenda item, disseminated, and discussed at every School Advisory Committee and Parent Teacher Organization meeting from October 10, 2023 through April 9, 2024. Once the school board approves the school improvement plan, copies will be available at the school's front office. All instructional personnel will have a copy available in their classrooms. It will also be available online at www.dixie.k12.fl.us.
School Advisory Council Members:
Karen Tillis, Principal
Teacher: Susan Crise
Paraprofessional: Lisa Buck and Dianna Robinson
Parents: Rita Edwards, Chris Wagenseil, Janie Sanchez
Businesses: Rocky Creek Charters and Freedom Metals

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Old Town Elementary School will ensure the organized, ongoing, and timely manner of involving parents through daily Remind App, school social media, school monthly newsletter, teacher weekly newsletters,

monthly scheduled School Advisory Council and Parent Teacher Organization meetings, seeking parent participation on our annual Title 1 survey, holding annual Title 1 meetings and open house, holding spring/fall conferences, monthly distribution of current data for all Tier 2 and 3 students, hosting various parent events including but not limited to VIP Literacy Day, VIP Lunches, Fall Festival, and Christmas Programs.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

The school plans to strengthen the academic program by continuing the work towards teacher proficiency during PLCs and School-wide professional learning opportunities on the topics of ELA Practice Profiles, High Leverage Practices, and the B.E.S.T Standards. Additionally, by using tiered levels of support for teachers, the amount and quality of learning time will increase through the use of classroom walk-throughs, monthly lesson plan monitoring for instructional alignment, monthly MTSS meetings to discuss student behavioral and academic interventions, and data analysis.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Old Town Elementary School provides:
Tier 1: Mental Health Services to all students in K-4 through the Monique Burr Child Safety Matters Curriculum. The program educates and empowers children and all relevant adults with information and strategies to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of abuse, and digital abuse danger. We also provide substance abuse education through the Red Ribbon Week curriculum that is implemented in October of every year.

Tier 2: Counseling/ Mental Health Services are provided to students that are referred to the school counselor by teachers, staff or parents for instruction/support on various topics. Counselors will begin counselling on a weekly basis and then meet with the team to determine if tier 3 services are needed. Counseling/ Mental Health Services for tier 3 students will begin individual counseling upon diagnosis or referral.

Tier 3: This counseling is typically provided on a weekly basis by a school based mental health professional. School counselors meet with mental health professionals on a monthly basis to go over student's progress.
The School Based Threat Assessment Team responds to threats, manages the situation, and supports those impacted by the threat. The team meets monthly to assess and manage any threats and ensure ongoing monitoring. Threats may include students who have threatened harm to themselves or others or who have threatened or attempted to bring weapons on campus. Serious substantive threats are referred to the Mobile Response Team (MRT)

All School staff attend mental health first aid training, mandatory reporting training.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Elementary school students learn about careers, technical education, and opportunities after high school through their academic classes and on-line resources. Throughout the year, all students have opportunities to read stories about different types and jobs and careers. Students also explore these topics on their educational field trips.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Old Town Elementary School uses a proactive approach to address student behavior. Classroom rules and consequences are discussed at the beginning of the year to help students understand what is expected in terms of positive behavior. Relationships are built with students to encourage students' motivation and engagement in learning. Notice of concerns are used with parents to communicate concerns before referrals are written. The Monique Burr program is used in Tier 1 instruction to teach and promote good choices and positive behavior. Teachers use ABC data sheets to collect information on students that exhibit behavior concerns. The data sheets are used to chart behavior and look for patterns of behavior for teachers to use with Tier 2 students with behavior concerns. The data sheets are also used to help create behavior intervention plans for students who may require Tier 3 behavior instruction.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Old Town Elementary School provides many professional learning opportunities through mini PLCs, school-based, district, FDLRS, and NEFEC. Additionally, the district has required yearly training through VECTOR and our technology department. Dixie District Schools provides a district based Reading Endorsement instructor, 40-hour reading course instructor, and incentives to take the Literacy Micro-Credential. School based professional learning opportunities will be based on the following topics: Florida's Five Practice Profiles, Visible Learning, and "What Great Teachers do Differently." The reading coach provides professional learning opportunities for ELA and Math paraprofessionals. All Pre K paraprofessionals are trained by our Pre K Department Chair, Deanna Roberts, on a variety of Early Education topics.

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

Old Town Elementary School is the only preschool program in the area. However, for new preschool students coming into kindergarten that have never attended a program, we offer early registration, community outreach opportunities for registration, opportunities to explore the campus, and "Meet the Teacher" before the school year starts.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Student Engagement	$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	$0.00
		Total:	$0.00

Budget Approval

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

No