

Wakulla County Schools

# Crawfordville Elementary School



## 2020-21 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Positive Culture &amp; Environment</b>	<b>25</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Crawfordville Elementary School

379 ARRAN RD, Crawfordville, FL 32327

<https://ces.wakullaschooldistrict.org/>

## Demographics

**Principal: Alena Crawford**

Start Date for this Principal: 7/1/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	68%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (65%) 2017-18: A (65%) 2016-17: A (65%) 2015-16: B (61%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Wakulla County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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 Florida Department of Education 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.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Crawfordville Elementary School

379 ARRAN RD, Crawfordville, FL 32327

<https://ces.wakullaschooldistrict.org/>

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	63%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

### School Board Approval

This plan is pending approval by the Wakulla County School Board.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

### 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 Florida Department of Education 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.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Crawfordville Elementary School believes that its mission is to create an atmosphere of warmth, trust, and respect by continuously providing role modeling and helping others understand the importance of such an atmosphere. We will lead students to believe in themselves by using data to show their strengths, data to help them set goals, and data to plan instruction so that students CAN meet their goals. We will know students, take an interest in our students, and appreciate the diversity of our students. Only positive, professional, productive approaches will be used towards parents, students and colleagues in order to establish and maintain the needed teamwork that it takes to succeed.

#### Provide the school's vision statement.

All students will achieve their highest potential as a result of the experiences that are provided by a team of highly qualified professionals in a positive, caring, healthy and safe learning environment.

### School Leadership Team

#### Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Crawford, Alena	Principal	
Tillman, Susan	Instructional Coach	
Bowen, Miranda	Instructional Media	
Allen, Amber	School Counselor	
Henderson, Erin	Teacher, K-12	
Welch, Staci	Teacher, K-12	
Hatfield, Heather	Teacher, K-12	
Panzarino, Brandi	Teacher, K-12	
Tomberlin, Kelly	Teacher, K-12	
Sparkman, Lindsay	Dean	

### Demographic Information

#### Principal start date

Wednesday 7/1/2020, Alena Crawford

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

**Total number of teacher positions allocated to the school**

37

### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	68%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (65%) 2017-18: A (65%) 2016-17: A (65%) 2015-16: B (61%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	



## Early Warning Systems

### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	96	133	92	108	86	98	0	0	0	0	0	0	0	613
Attendance below 90 percent	21	26	15	16	25	15	0	0	0	0	0	0	0	118
One or more suspensions	0	2	1	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	0	0	10	0	0	0	0	0	0	0	11

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	6	1	1	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 9/8/2020

### Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	122	90	106	85	102	84	0	0	0	0	0	0	0	589
Attendance below 90 percent	15	15	14	8	12	7	0	0	0	0	0	0	0	71
One or more suspensions	3	0	2	2	0	2	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	0	5	3	5	9	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	0	19	11	0	0	0	0	0	0	0	30

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	1	1	5	6	0	0	0	0	0	0	0	14

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	10	0	1	0	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

**Prior Year - Updated****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	96	133	92	108	86	98	0	0	0	0	0	0	0	613
Attendance below 90 percent	15	10	6	5	9	7	0	0	0	0	0	0	0	52
One or more suspensions	2	7	6	6	6	6	0	0	0	0	0	0	0	33
Course failure in ELA or Math	0	3	2	0	2	3	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	0	0	24	0	0	0	0	0	0	0	24

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	2	0	1	8	0	0	0	0	0	0	0	13

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	6	1	1	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

**Part II: Needs Assessment/Analysis****School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	72%	68%	57%	64%	61%	55%
ELA Learning Gains	60%	59%	58%	71%	61%	57%
ELA Lowest 25th Percentile	55%	47%	53%	76%	55%	52%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	72%	68%	63%	64%	66%	61%
Math Learning Gains	76%	69%	62%	70%	67%	61%
Math Lowest 25th Percentile	59%	52%	51%	60%	55%	51%
Science Achievement	58%	56%	53%	53%	60%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

### Grade Level Data

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	70%	67%	3%	58%	12%
	2018	69%	66%	3%	57%	12%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	72%	66%	6%	58%	14%
	2018	72%	59%	13%	56%	16%
Same Grade Comparison		0%				
Cohort Comparison		3%				
05	2019	71%	61%	10%	56%	15%
	2018	65%	61%	4%	55%	10%
Same Grade Comparison		6%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	69%	64%	5%	62%	7%
	2018	51%	65%	-14%	62%	-11%
Same Grade Comparison		18%				
Cohort Comparison						
04	2019	79%	71%	8%	64%	15%
	2018	60%	54%	6%	62%	-2%
Same Grade Comparison		19%				
Cohort Comparison		28%				
05	2019	66%	60%	6%	60%	6%
	2018	74%	66%	8%	61%	13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-8%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	55%	53%	2%	53%	2%
	2018	68%	62%	6%	55%	13%
Same Grade Comparison		-13%				
Cohort Comparison						

### Subgroup Data

2019 SCHOOL GRADE 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 2017-18	C & C Accel 2017-18
SWD	49	38	27	47	44	40	33				
BLK	66	67	70	61	79	50	58				
MUL	60			60							
WHT	74	61	54	75	75	59	59				
FRL	64	58	57	64	75	61	50				
2018 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
SWD	63	65	56	41	41	33					
BLK	61	62		61	77	67					
MUL	54			46							
WHT	72	62	61	63	67	65	75				
FRL	55	57	47	49	54	55	62				
2017 SCHOOL GRADE 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 2015-16	C & C Accel 2015-16
SWD	52	72	70	48	56						
BLK	55	76	60	50	52		29				
MUL	27			27							
WHT	67	69	85	68	75	69	58				
FRL	55	75	67	55	70	62	45				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	452
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	64
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Our lowest performance area was ELA lowest quartile with 55% proficiency. However, our performance school wide in Science was closely following with a 58% learning proficiency. There was a decrease in Science proficiency of 11% from between 17-18 and 18-19. Contributing factors include a need for increased exposure and vertical teaming in Science, as well as teacher turnover on the 5th grade team for both science and lowest quartile gains.

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

Our component that showed the greatest decline was Science with a 58% learning proficiency. There was a decrease in proficiency of 11% from last year to the current year. Contributing factors include a

need for increased exposure and vertical teaming in Science, as well as teacher turnover on the 5th grade team.

**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.**

The greatest gap when compared to the state average was in ELA and it was 15% above the state average. This positive trend can be attributed to multi sensory systematic instruction of phonics and phonemic awareness, additional teacher training, support of instructional coach, supplemental computer programs, support of students given through the MTSS process.

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

The area with the most improvement was Math proficiency, which showed a gain of 10% overall. The data reflects the largest gain in fourth grade, which implemented the use of IReady diagnostic and instructional tools to enhance curriculum delivery.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

1. The highest area of concern for our school is the number of students scoring a Level 1 on statewide assessments. In the 2018-19 school year we had 30 students (9% of our testing population) that scored a level 1 on statewide assessments.

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

1. FCAT Science
2. Students with Disabilities performance on standardized testing
3. Learning gains of lowest quartile in ELA and Math
4. Increase proficiency in ELA and Math

## Part III: Planning for Improvement

**Areas of Focus:**

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

<b>Area of Focus</b>	Increase percentage of students showing proficiency in Science on the Fifth Grade Statewide Science Assessment.
<b>Description and Rationale:</b>	Rationale: The increase in Science proficiency is a high priority for our school because from 2017-18 to 2018-19 there was an 11% decrease in proficiency on the 5th grade FCAT Science Assessment. We need to make sure that these students have a better understanding of the Science curriculum in order to ensure future success.
<b>Measurable Outcome:</b>	Students showing proficiency in Science on the Fifth Grade Statewide Science Assessment will increase from 58% to 71%.
<b>Person responsible for monitoring outcome:</b>	Kelly Tomberlin (kelly.tomberlin@wcsb.us)
<b>Evidence-based Strategy:</b>	Teachers will use research based programs and interventions for differentiated instruction including: , <ol style="list-style-type: none"> <li>1. Kagan cooperative learning activities</li> <li>2. Houghton Mifflin Florida Science Materials &amp; STEAM activities</li> <li>3. Teacher coaching and collaborative teaming</li> <li>4. Ongoing progress monitoring through Study Island</li> </ol>
<b>Rationale for Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Kagan trainings provided by the district and on-site by our Kagan Coach. Collaborative learning is an evidenced-based best practice proven to improve instruction and student engagement. This program increases achievement and engagement by scaffolding academic and social structures that build critical thinking skills, as well as foster collaboration among students and teachers.</li> <li>2. Houghton Mifflin Science materials are aligned to Florida standards and include science experiments and interactive lessons that expose students to authentic scientific experiences.</li> <li>3. Teacher coaching and collaborative teaming provides teachers with the professional development and mentoring they need to become effective teachers and implement programs known to increase student achievement.</li> <li>4. Monitoring student progress in achieving the Science standards allow teachers to identify needs for remediation.</li> </ol>

**Action Steps to Implement**

1. Teachers will attend summer Kagan professional development provided by the school district. Attendance sheets and ePDC transcripts will serve as evidence of training. Progress monitored by Alena Crawford.
2. Teachers will attend ongoing, virtual Kagan training provided by the CES Kagan coach and teacher coaches at monthly. Teachers will be trained on how to implement one structure each month and will use that structure at least once weekly as documented in their weekly lesson plans. Teachers can request additional, individual training as needed. Implementation will be monitored through lesson plans and classroom walkthroughs. Progress will be monitored by teacher coaches and Alena Crawford.
3. Teachers will incorporate STEAM activities into weekly lesson plans. Teachers can request individual training as needed. Implementation will be monitored through lesson plans and classroom walkthroughs. Progress will be monitored by teacher coaches and Alena Crawford.
4. Teachers will have weekly grade level meetings to collaborate and plan engaging Science lessons which correlate with the Florida Standards. This will be monitored through documentation of grade level meeting notes sent to Alena Crawford.



**Person Responsible** Alena Crawford (alena.crawford@wcsb.us)

Teachers will incorporate Houghton Mifflin science activities into lessons, allowing all students to participate in STEAM based activities using interactive materials.  
Evidence

**Person Responsible** Alena Crawford (alena.crawford@wcsb.us)

Teacher coaches and collaborative teaming will provide teachers with the professional development and mentoring they need to become effective teachers and implement programs known to increase student achievement such as Kagan. Effective instruction is the biggest influence on student achievement. These systems will provide support for teachers in data analysis, instructional planning, program implementation and much more.

**Person Responsible** Alena Crawford (alena.crawford@wcsb.us)

One of the Title 1 parent nights will focus on STEAM activities. During this virtual parent night teachers will lead parents and students through various experiments/activities pertaining to STEAM.

**Person Responsible** Alena Crawford (alena.crawford@wcsb.us)

Progress monitoring will be conducted through Study Island and standards based assessments which will determine students' mastery of the standards.

**Person Responsible** Alena Crawford (alena.crawford@wcsb.us)

**#2. ESSA Subgroup specifically relating to Students with Disabilities**

<b>Area of Focus Description and Rationale:</b>	Increase the academic performance of students with disabilities. Rationale: The federal percent of points index for students with disabilities in 2018-19 was 40% which was below the state's threshold of 41%.
<b>Measurable Outcome:</b>	The federal percent of points index for students with disabilities will increase from 40% to 41% or higher.
<b>Person responsible for monitoring outcome:</b>	Brittani Williams (brittani.williams@wcsb.us)
<b>Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Additional support will be provided for students with disabilities through ESE support personnel and a Title 1 Remediation Teacher. Small group instruction is more effective for student achievement, and through the use of the additional personnel, there will be more small group and one-on-one instruction to increase student success.</li> <li>2. Teachers will use research-based programs and interventions for differentiated instruction including: I-Ready, Freckle, and accommodations listed in the student's IEP..</li> <li>3. Kagan cooperative learning activities. The instructional coach and teacher coaches model KAGAN structures throughout the year virtually to help ensure each classroom has student engagement and effective instruction.</li> <li>4. Progress monitoring through STAR reading and Math will identify areas in need of remediation to bridge student learning gaps.</li> </ol>
<b>Rationale for Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. ESE support personnel and Title I Remediation teacher will provide increased direct instruction. Through the use of small group and one-on-one instruction, these teachers will be able to provide differentiation beyond what these students are provided in the general education classroom.</li> <li>2. IReady is a computer based program that assesses each student's ability and provides individualized instruction at the student's level. As the student takes assessments at the end of each lesson, the program analyzes whether the student needs remediation or if they are able to proceed to the next skill.</li> <li>3. Kagan trainings will be provided onsite. This is a research-based program that improve instruction and student engagement. Kagan increases achievement and engagement by scaffolding academic and social structures that build critical reading and thinking skills, as well as foster collaboration among students and teachers.</li> <li>4. Teacher coaches and collaborative teaming provides teachers with the professional development and mentoring they need to become effective teachers and implement programs known to increase student achievement.</li> <li>5. STAR reading and STAR math have shown a close correlation with FSA scores. Through continuous progress monitoring of student's STAR reading and Math scores, teachers can identify areas of need and provide remediation in these areas.</li> </ol>

**Action Steps to Implement**

1. Students with disabilities will be pulled out daily for small group and one on one instruction by ESE support personnel and Title 1 Remediation teacher. This will be documented through daily logs of activities that are done with these students. Goals will be monitored weekly by ESE support personnel and Title 1 Remediation teacher to ensure student's success.
2. Students will be provided a weekly time slot in the general education classroom to allow participation in Freckle or I-Ready programs. Progress will be monitored by the classroom teacher weekly through the use of reports.

3. Teachers will attend summer Kagan professional development provided by the school district. Attendance sheets and ePDC transcripts will serve as evidence of training. Monitored by Alena Crawford
4. Teachers will attend ongoing, virtual Kagan training provided by the CES Kagan coach and teacher coaches at monthly. Teachers will be trained on how to implement one structure each month and will use that structure at least once weekly as documented in their weekly lesson plans. Teachers can request additional, individual training as needed. Implementation will be monitored through lesson plans and classroom walkthroughs. This will be monitored by Alena Crawford.
5. Teachers will utilize STAR reading and STAR math according to the districts progress monitoring calendar. Teachers will monitor student's progress through the utilization of STAR reports. Areas of need will be targeted and additional instruction will be provided in that area.

**Person Responsible** Alena Crawford (alena.crawford@wcsb.us)

Training opportunities are available showing all teachers how to access student's IEPs through FOCUS. This central location allows teachers easy access to students IEP goals and accommodations, ensuring that these are being addressed. Allowing access to all goals and accommodations provides students with the tools that they need to succeed.

**Person Responsible** Alena Crawford (alena.crawford@wcsb.us)

Holding annual IEP meetings provides the team with an opportunity to analyze the data that is collected throughout the year, and make sure that the student's goals and accommodations are still appropriate. If the team finds that a student is not making a goal, they can revisit accommodations, strategies, supports, etc. that the student is receiving and decide if changes need to be made to aid in student success.

**Person Responsible** Alena Crawford (alena.crawford@wcsb.us)

Teacher coaches provide additional support to all teachers in the school. Coaches provide teachers feedback on lesson plans, planning strategies, etc. and offer additional support in the classroom. The biggest influence on student achievement is effective instruction. These coaches will provide support for teachers in instructional planning and delivery.

**Person Responsible** Alena Crawford (alena.crawford@wcsb.us)

IReady access and trainings incorporated into faculty meetings. i-Ready provides differentiated instruction through technology. It assesses students using a pre-test, and then provides instruction based on the students performance on the pretest. The program progresses based on the students progress through the different modules of the program, Teachers monitor student progress through various reports provided in the IReady program.

**Person Responsible** Alena Crawford (alena.crawford@wcsb.us)

Virtual Kagan training will be provided by onsite Kagan coach and teacher coaches which will increase student engagement and collaboration. Kagan structures increase student understanding using peer modeling. Through the use of Kagan structures in the classroom, teachers will be able to monitor students' understanding of the standards.

**Person Responsible** Alena Crawford (alena.crawford@wcsb.us)

Progress monitoring will be conducted through KAGAN strategies, STAR reading, STAR math, IReady reports, and ongoing standards based assessments.

**Person  
Responsible** Alena Crawford (alena.crawford@wcsb.us)

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

<b>Area of Focus</b>	Increase ELA proficiency / Lowest Quartile Learning gains on the Florida Standards Assessment.
<b>Description and Rationale:</b>	Rationale: Our lowest tested component in 2018-2019 was learning gains of our ELA Lowest Quartile at 55%.
<b>Measurable Outcome:</b>	Students showing proficiency in ELA on the Florida Standards Assessment will increase from 72% to 74%; Lowest Quartile students showing learning gains in ELA on the Florida Standards Assessment will increase from 55% to 57%.
<b>Person responsible for monitoring outcome:</b>	Staci Welch (staci.welch@wcsb.us)
<b>Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Additional support will be provided through a Title 1 Remediation Teacher.</li> <li>2. Teachers will use research based programs and interventions for differentiated instruction including: IReady, SIPPS, Rewards, and STAR Reading / STAR Early Literacy Program.</li> <li>3. Instructional coaches will provide KAGAN training to increase student engagement throughout the school.</li> <li>4. Collaborative planning will occur between remediation teacher and classroom teachers to ensure targeted skills are being addressed by all team members.</li> <li>5. Student testing data is analyzed at least quarterly by teachers, the instructional coach, and administrators to ensure students are making adequate progress in the general education curriculum. Students with a lack of adequate progress are referred to the Intervention Support (IST) team. This team analyzed data and provides support through the Response to Intervention process.</li> </ol>
<b>Rationale for Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Title One Remediation teacher will provide increased direct instruction for students not showing proficiency on the FSA. Through the use of small group and one on one instruction, these teachers address any learning gaps students may have that may be hindering their understanding of grade-level standards.</li> <li>2. IReady, SIPPS and Rewards are research-based programs that provide students with a standards-based, customized learning experience that will bridge gaps towards mastery.</li> <li>3. STAR Reading and STAR Early Literacy are progress monitoring tools.</li> <li>4. Teacher coaches and collaborative teaming will provide teachers with the professional development and mentoring they need to become effective teachers and implement programs known to increase student achievement.</li> <li>5. Students identified through ongoing data review as not meeting grade level mastery will receive targeted interventions according to the district's Response to Intervention process. This differentiated, targeted instruction will meet individualized student needs to maximize learning and growth.</li> </ol>

**Action Steps to Implement**

1. The lowest quartile students will be provided small group and one on one instruction by the Title 1 Remediation teacher. This will be documented through weekly logs of activities. Goals will be monitored weekly by general education and Title 1 Remediation teacher to ensure student's success.
2. Teachers will be provided I Ready access and trainings incorporated into faculty meetings or coaches trainings. Teachers will utilize this training to implement these programs in the classroom as stated in the RTI plan. This will be monitored by the RTI team.
3. Teachers will utilize STAR reading and STAR math according to the districts progress monitoring

calendar. Teachers will monitor student's progress through the utilization of STAR reports. Areas of need will be targeted and additional instruction will be provided in that area.

4. Teachers will attend summer Kagan professional development provided by the school district.

Attendance sheets and ePDC transcripts will serve as evidence of training. Monitored by Alena Crawford

5. Teachers will monitor student's progress through STAR Reading and/or STAR Early Literacy. Students identified as not meeting grade level mastery will be provided additional support through the RTI process. Progress will be monitored by the RTI team.

**Person Responsible** Alena Crawford (alena.crawford@wcsb.us)

SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) will be incorporated into lessons in grades K-4.

**Person Responsible** Alena Crawford (alena.crawford@wcsb.us)

REWARDS lessons will be incorporated into grade 5 lessons.

**Person Responsible** Alena Crawford (alena.crawford@wcsb.us)

Teachers, instructional coach, and administrators will use STAR Reading data to monitor student progress grades 1-5.

**Person Responsible** Alena Crawford (alena.crawford@wcsb.us)

Teachers, instructional coach, and administrators will use STAR Early Literacy to monitor student progress grades K-1.

**Person Responsible** Alena Crawford (alena.crawford@wcsb.us)

Meetings will occur between instructional coaches, administration and staff to make sure teacher's needs are being met.

**Person Responsible** Alena Crawford (alena.crawford@wcsb.us)

Identify students in need of tiered intervention through ongoing progress monitoring and provide supports as determined by the district's Response to Intervention process.

TIER 1: Daily classroom instruction and targeted small group work

TIER 2: Increased interventions may include IReady computer based instruction, small group SIPPS instruction (K-5), small group REWARDS instruction (5).

TIER 3: Additional small group pull out, outside of the reading block, with Title one remediation, or classroom teacher focusing on phonics, phonemic awareness, word study, and comprehension strategies.

**Person Responsible** Alena Crawford (alena.crawford@wcsb.us)

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

<b>Area of Focus Description and Rationale:</b>	Increase overall Math proficiency and increase learning gains in the Lowest Quartile on the Florida Standards Assessment. Rationale: In 2018-2019, 72% of students showed proficiency on FSA, Math. In 2018-2019, 59% of students in the Lowest Quartile showed learning gains.
<b>Measurable Outcome:</b>	Students showing proficiency in Math on the Florida Standards Assessment will increase from 72% to 74%; lowest quartile students showing learning gains on the Math Florida Standards Assessment will increase from 59% to 61%.
<b>Person responsible for monitoring outcome:</b>	Brandy Panzarino (brandy.panzarino@wcsb.us)
<b>Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. Teachers will use research based programs and interventions for differentiated instruction including: I Ready, Accelerated Math, and High Yield Math Routines.</li> <li>2. Additional support will be provided for students in need of remediation through a Title 1 Remediation teacher.</li> <li>3. Instructional coaches will model Kagan structures in order to ensure student engagement.</li> <li>4. Student testing data is analyzed at least quarterly by teachers, the instructional coach, and administrators to ensure students are making adequate progress in the general education curriculum. Students with a lack of adequate progress are referred to the Intervention Support (IST) team. This team analyzes data and provides support through the Response to Intervention process.</li> </ol>
<b>Rationale for Evidence-based Strategy:</b>	<ol style="list-style-type: none"> <li>1. I Ready and AM Math provide students with computer based math instruction at their level based on a diagnostic assessments and teacher placement. The lessons and skills practice give students additional practice based on their needs. This will bridge the gap toward mastery.</li> <li>2. High Yield Math Routines incorporates easily implemented routines enhancing the content knowledge and mathematical practices of students, including a spiral review of math content to incorporate ongoing learning opportunities.</li> <li>3. Title One Remediation teacher will provide increased direct instruction for students not showing proficiency on the FSA. Through the use of small group and one on one instruction, these teachers address any learning gaps students may have that may be hindering their understanding of grade-level standards.</li> <li>4. Teacher coaches and collaborative teaming will provide teachers with the professional development and mentoring they need to become effective teachers and implement programs known to increase student achievement. Student achievement is most greatly impacted by effective instruction.</li> <li>5. Students identified through ongoing data review as not meeting grade level mastery will receive targeted interventions according to the district's Response to Intervention process. This differentiated, targeted instruction will meet individualized student needs to maximize learning and growth.</li> </ol>

**Action Steps to Implement**

1. Teachers will be provided I Ready/AM Math access and trainings incorporated into faculty meetings or coaches trainings. Teachers will then implement I Ready and AM Math as needed into their classroom routines. This will be monitored by teacher coaches.
2. Teachers will implement High Yield Math Routines into their daily math lessons. This will ensure student's continued understanding of previous taught skills. Progress will be monitored through lesson



plans by Alena Crawford.

3. Students not showing progress will be provided small group and one on one instruction by the Title 1 Remediation teacher. This will be documented through weekly logs of activities. Goals will be monitored weekly by general education and Title 1 Remediation teacher to ensure student's success.
4. Teachers will attend summer Kagan professional development provided by the school district. Attendance sheets and ePDC transcripts will serve as evidence of training. Monitored by Alena Crawford
5. Teachers will monitor student's progress through I Ready and AM Math. Students not showing adequate progress will be provided additional support through the RTI process. Their progress will be monitored by the RTI team.

**Person Responsible** Alena Crawford (alena.crawford@wcsb.us)

Teachers, instructional coach, and administrators will use Accelerated Math data to monitor student progress.

**Person Responsible** Alena Crawford (alena.crawford@wcsb.us)

High Yield Math Routines will be implemented daily into lesson plans to include an ongoing review of math content.

**Person Responsible** Alena Crawford (alena.crawford@wcsb.us)

Meetings will occur between instructional coaches, administration and staff to make sure teacher's needs are being met.

**Person Responsible** Alena Crawford (alena.crawford@wcsb.us)

Identify students in need of tiered intervention through ongoing progress monitoring and provide supports as determined by the district's Response to Intervention process.

Tier 1: Daily classroom instruction and targeted small group work.

Tier II students will participate in I Ready computer based instruction 2-3 times each week for a total of 45 minutes.

Tier III students will participate 30 minutes daily small group instruction focused on their greatest area of mathematics need.

**Person Responsible** Alena Crawford (alena.crawford@wcsb.us)

*No description entered*

**Person Responsible** [no one identified]

## Additional Schoolwide Improvement Priorities



After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**This year, our school will ensure 100% of teachers are provided CANVAS training so these teachers will be able to offer instruction, virtually, in the case of a district or statewide shutdown.**

**Our school will offer ICT (Information and Communication Technologies) opportunities to all 4th and 5th grade students through our media specialist. This will allow students to obtain certification in various digital programs.**

**Our school will also ensure that 100% of teachers are trained in Youth Mental Health First Aid or Kognitio training, in order to increase awareness of mental health disorders and identify students at risk of having or developing mental illness. This also trains staff to implement Social Emotional Learning in the classroom.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Due to the COVID 19 crisis, all students are receiving guidance lessons and social/emotional support once a week. In addition, distance learning students are offered the opportunity to receive guidance/counseling sessions through the school site. All students receiving mental health services last year (both brick and mortar and distance learning students) are still being monitored this year.

Our school offers positive behavior support, providing students with "PAW PATS" for good behavior. These can be drawn in the classroom on a weekly basis and students get to pick a prize. This year, due to the COVID 19 crisis, administration will be bringing around a cart and the "prize patrol" will bring a prize to the students who are drawn.

To ensure a safe and healthy school environment, each classroom is provided water bottles to prevent the use of water fountains. Classrooms are also provided sanitizer for students to use between activities and sanitizing wipes to ensure the cleanliness of the desks and classroom furniture. Highly touched areas are sprayed down with Lysol and frequent hand washing is encouraged to prevent the spread of the virus.

Parents are invited and encouraged to attend regularly scheduled School Advisory Council meetings held four times per year. During regularly scheduled SAC meetings, parents and families assist with planning, review, and evaluation of the parent and family engagement plans, including the school improvement plan. Parent input is sought, recognized, valued, and strongly considered in the decision-making process, including decisions involving Title 1 programs and funding. In addition, parental feedback is solicited via the

annual school climate survey, as well as, at each parental involvement activity hosted by the school, including virtual activities.

**Parent Family and Engagement Plan (PFEP) Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.